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Thesis

THE CONCEPT OF LEADERSHIP

by

Ruth Beever Walker

(A.B., Boston University, 1945)

submitted in partial fulfilment of the  
requirements for the degree of

Master of Arts

1946







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## ABSTRACT

We find through examining various books that there is the conviction that leadership is the result of the ascendant individual who influences through personality, superior ability, or energy. On the other hand, we find that many think that it is the occasion or situational need of the time, the hour and the place. Others think it is the group which selects and develops the leader. We find the view that great leaders are destiny directed. Others think that leaders are those who express the symbol the group holds in his life and doings. Leadership relationship may transcend time.

In viewing the types of leaders we find idealized stereotypes. We find the inspirational foundation of leadership attributed to the home, school, or Church. Leaders may be classified through means of ascendance to the leadership role. He may be a self-made leader, a group-made leader, or he may be superimposed upon a group to lead it. Classification may be made on the basis of persuasion or dominance. The leader may be direct or indirect, the leadership may be partisan or scientific. One may lead through types of social, mental, or executive characteristics. Types of governing leaders may be set as autocratic, paternalistic or democratic. The leaders in the religious field may be prophet or saint. One may divide business superiors as experts or bosses.

Of the processes of leading we find suggestion, whether it be subtle or direct. Rumors test the attitude of the group. The following may be through imitation of one who holds a secure status. The group may be led through exhortation or it may be persuaded through argument



## ABSTRACT

We find through examining various books that there is no consensus that leadership is the result of the associated individual who influences through personality, superior ability, or power. On the other hand, we find that many think that it is the occasion or situation most of the time, the book and the place. Others think it is the group which selects and develops the leader. We find the view that great leaders are destiny directed. Others think that leaders are those who express the symbol the group holds in its life and being. Leadership relationships are determined by the situation. In viewing leadership as a process, we find that the leadership role may be classified through some of its functions to the leadership role. He may be a self-made leader, a group-made leader, or he may be organized upon a group to lead it. Classification may be made on the basis of persistence or dominance. The leader may be direct or indirect, the leadership may be permanent or occasional. One may lead through types of social, mental, or executive characteristics. Types of governing leaders may be set as autocratic, paternalistic or democratic. The leader in the religious field may be prophet or priest. The lay leader may be expert or novice.

Of the processes of leading we find suggestions, another it is subtle or direct. There are the attributes of the group. The following may be through initiation of one leader a group status. The group



or discussion. The group may be led through publicity or propaganda. In a small face to face group a leader may lead through friendship and personal regard for the members of the group. A leader may gain support by setting the problem for the group. A leader may lead through symbolism.

In the area of leadership qualities we have come to the elements of leadership. Most commonly mentioned in all works from varied points of view is the recognition of energy and vitality as an essential. The leader usually is decisive. One may hold leadership through the influential aspect of his profession. The leader should have a purpose, he must have enthusiasm to give the relationship zest. The friendliness and respect for the welfare of the group is an important leadership factor in democratic leadership situations. The leader must earn the respect of the group; he must be appropriate for the group. Some regard intelligence as a necessary quality and others do not. Commonly listed are the virtues of honesty, character, consideration, and courage.

A leader may lead by giving orders that a plan of action may go through. A leader may advance the program by phrasing orders clearly. The leader may induce the group to added activity through the use of praise. The method of reproof should be handled tactfully in private. The leader may effectively delegate jobs and positions of responsibility to those whose ability he has confidence in. He must make his selection fairly so that the members of the group do not accuse him of favoritism. Recruiting is a way of increasing the size of the group. It should be done with care as to the selection and presentation

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It should be kept with care as to the selection and presentation



of the new members so that adjustment of the new members to a new environment may be easily affected. et

The approach to the leadership concept has been made by the specific analysis of recognized leader personalities. The risk lies in the fact that the student or investigator approaches his problem with already preconceived attitudes and beliefs. The leader symbolizes for the group what it stands for. There is the danger of visualizing the leader as a stereotyped person, a general or a statesman perhaps. Is this because these leaders usually rise in time of crisis or need or is it history that seeks in the leaders the causation for movements? Or is it through the publicity and glamour associated with the general or statesman that the emphasis is often misplaced? We must face the fact that the leader must look the part that his group has projected in him or that the role in which he has cast himself and been accepted and approved by the group. There must be publicity associated with leadership whether it is through oratory or the press or a more subtle medium of propaganda. The ability to share the situation with the group gives the relationship a common acceptance. There must be a factor of salesmanship to convince the group that its needs are being fulfilled in this leader-follower relationship so that the propaganda of a competitive group does not win support from this group's membership. Leadership may be in filling an inherited position whether it is social or political.

The factor that makes the study of leadership so difficult is that the relationship involves so many variables and so few if any constants

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in a free society. Examination is made briefly of Alexander the Great, Napoleon, Oliver Cromwell, Abraham Lincoln, Benito Mussolini, and Father Divine.

The concept of the Fuehrerprinzip is examined in relationship to the philosophical and sociological background for the ideology to rise and be put into practice. The organizational system was one of rigid discipline and acceptance of the duty obligation to obey and follow a superman. The Nazis arose on the negative attack upon democracies that were regarded at once jealously and contemptuously. The philosophy in regard to the leadership concept and personality is examined in Hegel, Otto von Bismarck, Richard Wagner, Heinrich von Treitschke and Friedrich Nietzsche, and Oswald Spengler.

in a free society. Development is made possible by the efforts of the people, the government, the business community, and the labor union.

The concept of the "New Deal" is based on the idea that the government has a responsibility to provide for the economic and social welfare of the people. This responsibility is based on the principle that the government is the ultimate owner of the land and the natural resources of the country. The government is therefore responsible for the distribution of these resources in a way that is fair and equitable to all citizens. The New Deal was a series of programs and policies that were designed to address the economic and social problems of the United States during the 1930s. These programs and policies included the creation of the Federal Reserve, the establishment of the Social Security Administration, the passage of the National Labor Relations Act, and the creation of the Civilian Conservation Corps. The New Deal was a landmark in American history, and it has had a profound impact on the lives of millions of Americans.



## INTRODUCTION

We recognize that we need leaders, good leaders in business, in government, in religion, in the professions, in education. We realize this when we look through a card catalogue file on Leadership. There are books of leadership written from the point of view of all these needs. There are books written to try to catch the secret and convey methods of leading for the army and the navy, there are courses given to groom leaders. There are books written by churchmen and sermons and addresses given in the hope of inciting leadership, there are training institutes given for Sunday School and Young People's personnel. There are books written from the businessman's view point to inform him how to get advancement in a corporation or organization, or in an industry. There are books and studies made of government bureau's leadership and hierarchy.

Recognition is made of the leading, shaping role a teacher holds. Commencement addresses incite the graduates through the "go forth, up and onward" urge to hold a role of leadership and prominence. And yet so many are bewildered by the inadequate, vague compilations of lists of contributing virtues. It is true as Dr. Paul Pigors states in the introduction to his book, Leadership or Domination, "For we are in a muddle about what a leader is".

Sociology is not an exact science. The concepts with which it is concerned and which constitute its foundation lack the rigid

## INTRODUCTION

We recognize that we need leaders, good leaders in business, in government, in religion, in the professions, in education. We realize that when we look through a hard telescope like a leadership. There are books of leadership written from the point of view of all these needs. There are books written to try to catch the secret and convey methods of leading for the army and the navy, there are courses given to young leaders. There are books written by scientists and business and engineers given in the hope of leading leadership. There are training institutes given for Sunday School and Young People's Societies. There are books written from the businessman's view point to inform him how to get advancement in a corporation or organization, or in an industry. There are books and studies made of Government Bureau's leadership and history.

Leadership is one of the leading, leading role a teacher, soldier, Government official inside the government through the law, the law and order" urge to hold a role of leadership and government. But yet so many are bewildered by the leadership, vague explanation of ideas of contributing virtues. It is true as Dr. Paul Hays wrote in the introduction to his book, Leadership in Action. "For we are in a world about what a leader is."

Leadership is not an exact science. The concepts with which it is concerned and which constitute its foundation lack the rigor



characteristics of the concrete material that has area in space with which natural sciences deal. Concepts are not subject to precise measurements and experiment, but come to us through cultural transmission.

Sociology has to overcome the difficulty of terms, since it takes terms in everyday usage and connotation without giving them a more exact or workable definition. Some sociologists attempt to give terms a definition based on the description of what qualities or characteristics they have and what means they serve. It is an operational type of definition that is a concise statement of what function the concept or quality or process serves in human relations. The definition is like the definition of the calorie in physics, that is a description of what a calorie does. It is defined as that unit of heat required to raise the temperature of one gram of water one degree centigrade. Even this technique and use of the operational definition in sociology does not solve the problem for the unit is not easily isolated. The unit in sociology is of a qualitative nature which does not readily lend itself to quantitative expression nor manipulation. So leadership is still a something, a quality or a process, that gives one individual influence over one or more people.

There is the added difficulty in social interactions of the great number of situational, personality, or ability bases for the selection of leaders. Classification is artificial. It is based on the perspective of the student which in turn is influenced by his culture and group associations that bias his point of view.

Observation of the concrete material that has been in your life  
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Concepts are to overcome the difficulty of terms when it comes  
to terms in everyday usage and scientific without being identical  
word or scientific definition. Some scientists attempt to give terms  
a definition based on the description of what defines it  
characteristics they have and what makes them unique. It is an  
operational type of definition that is a concrete statement of what  
defines the concept or quality or property under the term relation.  
The definition is like the definition of the minute in physics, that  
is a description of what a minute is. It is defined as that unit  
of time required to make the temperature of one gram of water drop  
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state, that gives the individual influence over his or some people.  
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great number of elements, personality, or ability have for the  
relation of factors. Observation is difficult. It is based  
on the perspective of the student which is how he interprets  
his culture and group associations that give the point of view.



It has been my attempt to survey the books that are concerned with leadership to discover if they share a more or less similar manner of describing and defining leadership. Is there a wide diversity in the conception of leadership?

Even though the quality of leadership is intangible and varied in fine connotations when classification is attempted, it is true that in reality of everyday living we all have a practical working conception of the factors of group interaction. We know what leadership is. We recognize leaders and respond to them effectively. We are able to perceive the relations of the leadership process. This is brought about by the individual being shaped by society and culture into which he is born. He learns to make the proper social identifications so that he can recognize and can successfully judge the situation as a whole and respond to it as he would to a thing. It is as familiar to him as the concrete, mechanical gadgets with which he surrounds his life. However, to put into words the essence of the relationship that we know is another problem, like describing a spiral without using your hands. The leadership relationship depends on so many other factors of the situation that the isolation of the leadership quality or technique is difficult for it remains imbedded in its matrix of circumstance.

In trying to set up a concept we must find what the common characteristics and requirements are that must always be met in a leadership relationship; we must find the essentials. The concept





will be artificial in that it is abstracted; but it will permit a detached common definition to be formed.

It has been my interest to see what leadership is and what it connotes. I am aware that when I have finished leadership will still be merely that relationship factor that leads and influences. We shall try to see how and by what attributes and factors and in what different types and variants leadership occurs.

First, there must be a coordination of views and attitudes of leadership. To this end it may be well for us to have some more or less specific key questions we shall try to answer which will point and direct our investigation. Is there a time element involved in the recognition of a person as a leader? Does a leader necessarily have to lead a group? Are there degrees of the quality or qualities of leadership? Is the test of leadership the effectiveness in getting results regardless of the qualities of the leader? Or is it the loyalty and respect the leader can command regardless of whether he attains his objective and that of the group or not? What is the common denominator in the different types of persons whom people have recognized as leaders? Is the common denominator found only among the followers? What are some of the implications of this study for present-day leadership?

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## CHAPTER I

## Leadership Qualities

A leader must have abounding physical and nervous energy to drive himself and to magnetize those whom he leads. In times of doubt and difficulty the leader's zeal mobilizes and directs the energy of his followers. Leading demands long concentration. The leader has received his physical strength through inheritance and through adequate nurture psychologically as well as physically during his growing years through the wise use and development of his body day by day. The stories of boys who have been handicapped by weak physical constitutions and through courage and determination have overcome physical difficulties or used them to their leadership advantage are not the rule but rather the exception. A leader is handicapped if his energy is reduced by pain or fatigue for followers catch or lack the spark of zeal from the leader's energy and spontaneous enthusiasm. This lends to the task or the project through action a sense of direction and progress and gives a satisfaction in planning and doing as a group together. To be sustained the leader must plan that he may so direct as to conserve the energy and activity and use it most effectively that the obstacles can be avoided and minimized and that the futility of blind effort is done away with. A leader must have a sufficient supply and reserve of energy and interest in the job, project, or objective to permit him to plan while his followers are relaxing and resting that he may see them the next day with enthusiasm for what





he has planned. He cannot risk letting himself get tired and worn out. To approach this ideal the leader must have a stable, well adjusted mental equipment. As Ordway Tead says in his book, The Art of Leadership on page 89.

The difference between a poor and good leader-- is in all too many cases the difference between a congested liver and a normal one or a hyper-thyroid condition and a sound one; or a low blood pressure and a normal one; or a chronic feed poisoning and a guided diet.

In situations in which the group wavers or loses enthusiasm a good leader should glamourize his energy. If he dresses and acts forcefully and vigorously his followers and others with whom he has associations will see him as he sees himself with energy enough to carry him through the day, task, or job.

Followers have to be energized. When they feel that the leader sees them as fulfilling a given function they can accept the same picture of their job and the same part in the total organization as the leader has planned for them and they can carry through expeditiously with the vigor and satisfaction of a mission assigned and fulfilled. People like to feel that they have caught what was expected of them and that they "have delivered the goods". It gives them the satisfaction in themselves that is aptly expressed in the slang as "having what it takes". A leader can give his followers this inspiration and satisfaction in the job. It takes as well as energy a personal regard for the followers. He must appreciate the ableness of the followers and their part in the progress toward the end he has





set and the group has adopted. To feel that the goal or aim is being approached through the joint effort of the followers gives an incentive to further effort and a feeling of unity of interest and comradeship along the way. It is when a feeling of futility or of getting nowhere catches the group that differences and lack of interest become magnified and sabotage the job. What could have been a constructive suggestion for added efficiency becomes criticism, dissent and an attitude of non-confidence which is as contagious in a group as the attitude of satisfaction springs into being. The followers must have the thrill of victory even more than the leader.

Surely the leader must have a sense of knowing where he is going and why. Leading connotes being the first of the group to set foot forward. This implies also that the leader has sold the others of the group the idea. Whether the purpose arises from a situation, a need, a dream, a conviction, the followers must be convinced of the feasibility of success. The higher the moral aim or purpose and the greater the ability of the leader to convey this to his followers to permit them to see their mission as he sees it or as now disbelievers will see it or as history will review it the more inspired and loyal even to fanaticism will be his followers.

Purposes may be a part of the cultural heritage. There may be groups already established having an accepted status but which must select new leaders from time to time.

New purposes and aims may grow from group interactions or through situations of pain and maladjustment when basic philosophies are felt

and the group has stopped. To feel that the goal or aim is being approached through the joint effort of the followers gives an incentive to further effort and a feeling of unity of interest and co-operation along the way. It is when a feeling of unity or of getting nowhere makes the group feel difference and lack of interest become organized and achieve the job. What could have been a constructive suggestion for added efficiency becomes criticism, dissatisfaction and an attitude of non-confidence which is no longer in a group as the attitude of satisfaction begins to be felt. The followers must have the will of victory even more than the leader.

Usually the leader must have a sense of leadership. He is going and why. Leading comes from the first of the group to act for himself. This implies also that the leader has with the others of the group the idea. Whether the others follow from a situation, a need, a conviction, the followers must be convinced of the feasibility of success. The other the moral and the physical and the spiritual ability of the leader to convey this to his followers is partly that in their minds as he does it or as they follow will see it as a history with which they are more inspired and joyful than in the past. Leadership will be his followers.

Leadership may be a part of the cultural heritage. There may be groups already established having an accepted status and which may select new leaders from time to time.

The purpose and aim may give the group satisfaction of purpose almost one of pain and relief, content when their purpose is felt



to be inadequate for present needs and new ideas and aims occur. In these transition periods the group is ready to hear new suggestions and to try new practices based on new philosophy and different basic ideas. The group is ready for a leader to arise who will lead them in new ways to establish new culture patterns.

Sometimes a leader's personality constellation draws others about him. He has the ability to rally others around him.

There is a concept that a teacher is a leader not only of the students but also of the pupils' and students' parents. He is supposed to have the proper values to transmit to the children and youth. He must also be able to transmit knowledge and technique. By choice of profession the teacher has through training a status of leadership. In this role the teacher is to get across to the student all that is possible from the culture. The history as the group sees it, the mathematics and the sciences, what has been done and proved and accepted is to be acquired by the students as a part of the knowledge equipment of our youth. In other words, the role of teacher is selective, a type, for the teacher must be one who represents the conservative views and will teach what the group wants taught. The leadership is artificial for they are leaders through profession. A real leadership opportunity for teachers lies in encouraging and perhaps inspiring some of the youth under their personal attention to take steps after school days are over to put their ideas to trial or to find some of the answers the teachers cannot supply. The teacher plays a selective role for through her observation and judgment of ability, she encourages or

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are over to put their hands to trial or to the some of the answers  
the teachers expect to give. The teacher gives a selected role to  
themselves for observation and judgment of ability, the acceptance of



discourages. This is often a determining start or squelching veto to a youth's fine dream. Indirectly they are leaders for from their appraisal of a child does he come to see himself and do others come to see him and to evaluate his ability. Their's is the ruthless weeding biased by prejudices, snap judgments. Teachers unconsciously are swayed by manners, appearance and social standing of the child's parents. This, though indirect, is a factor in the origin of leaders since leaders' prestige and training effect the poise and authority and ability of their leadership. Opportunity for education is one way to climb socially. One may gain the prestige of a profession and the larger income which entitles one to a part of greater influence in the group or the community. Many times the selection is made by the teachers.

Tied up with purpose and energy is enthusiasm as a quality necessary for leaders. Enthusiasm complements and increases the attraction value of other personality traits or attributes. Enthusiasm is what illuminates the picture. It is the inner spark that ignites physical energy and makes any purpose worth the expenditure of energy. It may carry others along the way, inciting their ideas, loyalty and action. It is the joie de vivre, that which gives pleasure and thrill to the doing. Enthusiasm is surely a social characteristic and its origin is caught from others and to be fully realized it must be shared. It, like a stirring marching song, has a common language in tone, rhythm, in spirit so that while it is national and is sung in a foreign tongue it still conveys to all who hear an inner thrill that causes an unconscious catching of the breath.

discussions. This is what a discussion is about in general and to  
a youth's line group. Generally they are held for four weeks.  
approval of a child may be used to see himself and to share with  
to see him and to evaluate his ability. There is no written reading  
stand up presentation, very simple. Teachers occasionally are  
eager to discuss, arguments and social standing of the child's parents.  
This, though limited, is a factor in the ability of leaders since leaders  
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their leadership. Generally for education is one way to show  
positively. The way this is possible is a presentation and the larger  
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the community. They find the solution is made by the teacher.  
This up with groups and energy is enhanced as a quality  
necessary for leaders. Individual capabilities and interests are  
attention value of their personality traits or attitudes. Teachers  
is what distinguishes the group. It is the inner spirit that ignites  
physical energy and makes any group worth the expenditure of  
energy. It may even show along the way, leading their inner spirit  
and action. It is the idea to vision, and which gives pleasure  
and leads to the doing. Teachers in reality a social demonstration  
and the vision is shown from there and to be truly realized it must  
be shared. It is a sharing, something more, has a certain language  
in form, rather, is what is said while it is rational and is made in  
a teacher's regard it still counts to all who hear and learn from it  
that reason and understanding leading of the teacher.



A feeling of genuine friendliness is needed in the relationship of the leader and the group he leads. If enthusiasm and energy are the moving forces that accomplish and the purpose that gives direction to the doing, it is the feeling of friendliness and personal regard toward the individuals that gives the relationship its heart, its core of being. Friendliness gives the relationship its worth, and its warmth. This requirement though not an immediate test in the long run determines the value of the leader for his followers. There may be other traits that attract a following but to endure, the spirit of kind affectionate regard for the group is essential to provide the food for the association. It is from this basis of the relationship that a quiet, sure, loyalty springs. It is what gives a group an existence over years and past face to face contact. It is the bond that ties a group together and warms it when enthusiasm has waned and energy has been spent. For it is true that a group-leadership relationship as well as other human associations cannot always maintain the pace of high speed and exhilaration. The attitude of friendliness and the feeling of affection unites the leader with those of his group. It gives the individual a worth when the leader is not too concerned with his aim or mission to be interested in the feelings, welfare, and well-being of the group at the same time, so that he gets to know his group intimately.

The group must be able to trust the leader, they must be assured of what he stands for. This will give the group a unity or solidarity since the members of the group have a faith in the integrity of their leader and in the appropriateness of his acts. In other words, the

A feeling of group-relationship is needed in the relationship of the leader and the group as a whole. If relationship and energy are the moving factors in group dynamics, and the purpose that gives direction to the group, it is the feeling of relationship and personal regard toward the individuals that gives the relationship its power, its sense of unity. Relationship gives the relationship its unity, and its energy. This relationship though not an immediate fact in the fact that relationship the value of the leader for the followers. There may be other things that without a following but in essence, the nature of kind relationship toward the group is essential to provide the fact for the relationship. It is from this basis of the relationship that a united, strong, joyful group is born. It is that gives a group an existence every year and year after year. It is the bond that ties a group together and makes it when conditions are good and energy and when spent. It is from this that a group-relationship relationship as well as other human values often cannot exist without the sense of high regard and admiration. The feeling of relationship and the feeling of admiration within the leader and those of the group. It gives the relationship a sense of unity and is not too concerned with his own or others to be interested in the feelings, values, and self-interest of the group at the same time, as that he gets to know the group better.

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leader must have a conscious vote of confidence of the group to be accepted by them as a group. This gives the group a basis for security and a definition of ends and basic means. This works as the checks and balances system in administration and it forces the leader to align his views and acts to meet the group's demands. Since the group may be made up of members who are as well members of other groups the members cannot devote as much time to becoming expert or as well-informed as they expect the leader to be. Thus the members must have confidence that their leaders are sincere and able. They must be able to accept on faith beyond an opportunity to gather and test the data for themselves. It is the duty of the leader to put the time necessary into keeping informed in his field or his leadership will be challenged.

To gain and hold the role of leader one must be able to make decisions quickly. He should make himself as well informed as possible that his background knowledge can permit him to evaluate and choose between different courses of action. The value of the group and the group's effectiveness and confidence grows with the leader's ability to make right decisions and lay plans of action. He must know the personalities of the members of the group <sup>so</sup> that he can assign and delegate duties. But always it is the leader who is responsible for his decisions and for the effective accomplishment of the group's aims. The leader's manner of making decisions is a factor. He must act decisively in dealing with matters in the group. There are moments when it is to the leader's advantage to admit that he is not sure of the outcome of a course of action but that he thinks a given course would be a good idea to try.





President Franklin Roosevelt admitted that much of his program was experimental.

A leader should have intelligence or the ability to evaluate a situation and through insight rather than trial and error, plan a way of solving the problem. He must have a sense of proportion and perceive the relationships. Insight is gained mainly through experience so that a leader is able to see a situation as a whole with the relationship of the component factors that go to make up the situation. The ability to appraise the situation also gives the leader the key to proper timing so that effort may be conserved and applied when it will be the most effective.

A leader is aided by the ability to show or tell others what he plans to do and how to go about it. More basically, if the leader can show the led how some attitudes are based on fallacies he can sometimes overcome prejudices so that there will be less friction within the group. If a leader can influence the action of a group through change of attitude he is surely a leader, a good manager of his group. He must have held the confidence of the group. The group has really accepted a leader and his leadership when he can lead them to change their attitudes.

There are many virtues that are cited as qualities desirable in a leadership personality. Some works read like a Sunday School text in an Intermediate department. They list honesty, strength of character, consideration for others, and so on.

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a leadership personality. Some words used here are: vision, ability, etc.  
in an individual's development. They list honesty, integrity of  
character, consideration for others, and so on.  
The group either has faith or not in him and they become more



qualities as those of earnestness, self-control, justice, enthusiasm, perseverance, tact, courage, faith, loyalty, ability, truthfulness, honor, pride, and neatness as attributes that are desirable in officers.

In search of what characteristics leaders have that they seem different from the followers we are interested in discovering if the leaders possess certain qualities to a greater degree than the followers. What makes them leaders? Studies have been made to isolate the qualities leaders have in common. There seem to be so many discouraging exceptions to the isolated qualities segregated along the way that it leads one to believe, at least if he has the sociological point of view and perspective, that these qualities are model qualities. We read biographies of men who have been regarded as leaders and we look for a common denominator to reduce them all to common factors. We are handicapped by the point of view of the biographer and by his purpose in writing the biography. This purpose may be conscious or it may be unconscious. He picks a personality for a characteristic on which he focuses attention wholly out of proportion. Here we find biographies written to whitewash or on the other hand to expose, to credit or to discredit, to exploit the glamour of a person or a period, to incite nationalistic pride through the building of a hero personality. We find one leader energetic, robust and ruthless. We find another disabled and ascetic or disabled and courageously overcoming his handicap. We find leaders who liked being with others and we find leaders who isolated themselves to study, experiment, create and who have the recognition of superior ability.

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We find leaders that led through direct contact with others, leaders that galvanized the followers with their presence and personality ascendancy. There is indirect leadership of the spoken, that reaches the followers through the radio or is carried through many centuries as legend or printed word. There are leaders who exert their energy for a moral cause, for a cause and in a manner that the followers and society benefit. As truly, there are leaders of criminal gangs whose aims are different and whose code of conduct and values are radically different. The secret seems not to lie so much in the individual as the psychologists have thought in their attempt to isolate personality characteristics and patterns of correlated factors as in the social situation. Truly, the leader must meet the requirements of the group he leads. The leader's basic values must coordinate with the group's and his aims and goals must be supported by the group for the relationship to exist and to have any duration at all. There must be a basic agreement as to the manner of attaining goals. True, there may be minor differences of opinion as to policy; but the group shares a common status and plays its role in a customary, habitual way. The group serves as an institution or medium--an entity--through which the follower and leader identify themselves. The group and leader share a common culture, and a common language, even to a common jargon. There are meetings of the minds through like experiences. It is time the stereotyped idea of leadership that connotes virtues as aims of leaders and virtuous methods as being the leader's way of leading be corrected. Business leaders seek the power of consolidation so that





their control over supply will be greater, purchasing power will increase, employing power will grow till they have at their discretion the distribution of product to yield greatest profit. In answer to this situation workers share a common plight, a similar attitude toward management, and they congeal into groups to wield a power to balance that of the ones who employ them. Both groups have their leaders who plan to use the power of their groups to gain their ends.

These are personality factors selected by a psychologist as being critical in the creation of leaders: vitality, alertness and pep, attractiveness, the leader should look the part to sell a bill of goods, emotionality, the leader should be able to understand the group, there should be a common uniting perspective, cordiality, mentality, spirituality, sincerity, audacity, determination, individuality, imagination to give the leader the gift of expression and the necessary humor. The psychologist feels that the leader should develop habits of leadership such as manner of meeting associates and manner of directing.<sup>1</sup>

Factors of personality or of character or ability or salesmanship may be determining qualities in the selection of leaders.

Some leaders inherit their leadership role either through the family's role socially or materially.

1. Tralle, Henry Edward, "Psychology of Leadership"

2. Gwynne, Charles W., "Social Class and Friendship among School

Children", *Journal of Sociology*, January, 1946.

Vol. 21 No. 4, pages 202-212.

their control over supply will be greater, but saving power will increase  
employed power will grow till they have at their disposal the  
assistance of nature in their physical growth. In nature to this  
extension nature shows a constant effort, a higher and higher  
management, and they suggest into groups to which a power is added  
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developing.

Factors of personality as an indicator of ability or achievement  
may be determining qualities in the selection of leaders.  
Each leader should have leadership role which through the  
leader's role naturally or voluntarily.

1. Profile, Henry Stens, "Psychology of Leadership"



In a study made by Bernice L. Neugarten to determine how and to what extent social status affected children's social development the findings were most interesting and their suggestion and implication are important.<sup>2</sup> The children in the study were from grades five and six and from ten and eleven. The place of the study was set in a middlewestern town whose population consisted of no orientals nor negroes. Ninety per cent of the population was native born. There were small Norwegian and Polish groups in the community.

The community was divided into five arbitrary class status groups using wealth, lineage, profession or occupation, recognition in political or church groups, income and section of the town in which the family lived as criteria of status placement.

As instruments in the study she used Moreno's sociometric test with some modifications combined with an adaptation of Hartshorne's and May's "Guess-Who test". The test consisted of a group of short statements followed by blanks which the student filled in with the name of his class mate who most nearly fitted the description. The questions were geared to find who the student wanted to play with and have for friends if they could pick anybody from the whole class. There was a section to produce data on the part reputation played in choice of friends that covered and included items on appearance, popularity, leadership, manners, good sportsmanship, and fun to play with.

2. Neugarten, Bernice L., "Social Class and Friendship among School Children", American Journal of Sociology, January, 1946, Vol. LI No. 4, pages 305-313.





The findings for the younger group on the "best-friend" selection were in the status group in which the child belonged. The lowest status group disliked the highest most and visa versa. There was a strong relationship between the friendship choice and the social status or position of the family. There was a pronounced coordination between the favorable items and the high social status and on the other hand the unfavorable items were associated and connected with low status.

The study shows that by the time the child reaches the fifth grade the child from the lower class status has a more difficult problem to adjust and his chance of being selected to fill any role of leadership or prestige is practically non-existent. For the child finds that the social distance through class status carries with it a restriction in the opportunity for being selected as a leader in a school situation and the child makes the adjustment viewing himself as others have seen him and regarding himself as they define him to himself and set for him his position.

It is clearly seen that Miss Neugarten catches the implication of the teacher's part in establishing and solidifying this definition for she says, "It is undoubtedly true that the teacher plays a central role in influencing the opinions of one child toward another".<sup>3</sup> This is effected through the different behavior of the teacher toward children of the lower class and her practice of discrimination

3. Op. cit., page 313.

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It is clearly seen that when Margaret catches the implication of the teacher's part in establishing and solidifying this definition for the boys, "it is undoubtedly true that the teacher plays a central role in influencing the opinions of one child toward another." 3. This is reflected through the different behavior of the teacher toward children of the lower class and her practice of discrimination.



that follows the family's difference in reputation among the social groups.

Helen M. Richardson and Nelson G. Hanawalt consciously determined to interpret and evaluate the psychological tests they used with greater attention to the finer meanings the words implied. They were mainly interested in leadership in college and in adult life<sup>4</sup>. They assumed that the student who is a leader is more dominant than the non-leader, that he is more confident, and sociable, and that he is not so introverted as is the follower, neither is he as nervous as the average student or the follower. They set out to test their hypothesis by trying to find what personality patterns determined leadership. They made an arbitrary definition of what constituted leadership. For them leadership had been determined by having been selected for office in the student organizations. They assigned quantitative values to the different offices according to the students' ranking of the relative prestige or leadership quality involved. The group of leaders were compared with the average Bernreuter scales for dominance, self-sufficiency, and introversion and in Flanagan's derived factors of self-confidence and sociability.

Then leaders' scores were compared with the scores of the non-leaders!. All leaders were more dominant than the control group; but the difference was not statistically significant between leaders

4. Richardson, Helen M., Hanawalt, Nelson G., "Leadership as Related to the Bernreuter Personality Measures", Journal of Social Psychology 1943, 17, Pages 237-249.

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John M. Richardson and Nelson G. Harewell consciously determined to interpret and evaluate the psychological test results with greater attention to the family meanings the words implied. They were mainly interested in leadership in college and in adult life. They assumed that the student who is a leader is more dominant than the non-leader, that he is more confident, and sociable, and that he is not so introverted as the follower. They set out to test their hypothesis by trying to find what personality factors determined leadership. They made an arbitrary definition of what constituted leadership. For them leadership had been determined by having been selected for office in the student organizations. They assigned qualitative values to the different offices according to the students' ranking of the relative prestige or leadership quality involved. The group of leaders were compared with the average non-leader scores for dominance, self-confidence, and sociability, and introversion and in Harewell's revised factor of self-confidence and sociability.

Then leaders' scores were compared with the scores of the non-leaders. All leaders were more dominant than the control group, but the difference was not statistically significant between leaders and non-leaders. Richardson and Nelson G. Harewell, "Leadership as Related to the Dominant Personality Factor," *Journal of Social Psychology*, 1935, 19, pages 157-160.



and non-leaders in self-sufficiency or sociability characteristics. The leaders were below norms for introversion.

R. Jane Hamilton joined Nelson G. Hanawalt and Helen M. Richardson in their study of the relationships between the Bernreuter scores and leadership personality traits.<sup>5.</sup> In this test they attempted to select the most discriminatory items between the leaders and the non-leaders' group scores. On which items were there the greatest divergence between the subject group and the control, they asked themselves. Also they attempted to analyze the traits that they isolated and to see if they could explain what contributed to the difference in the responses. By using Guilford and Guilford factor analysis of the introversion-extroversion scale that they had drawn together from several tests they discovered that eighteen group factors were isolated. The four most important were:

1. a tendency to fear environment
2. an emotional sensitiveness to the environment
3. impulsiveness
4. interest in self.

They set to find the most discriminatory as to self-sufficiency, introversion-extroversion, dominance and sociability. Non-leaders tended to use the "?" response more often than the leaders indicating

5. Hanawalt, Nelson G., Richardson, Helen M. and Hamilton, R. Jane, "Leadership as Related to Bernreuter Personality Measures II, An Item Analysis of Response of College Leaders and Non-leaders" Journal of Applied Psychology, Vol. 28, pages 308-317 (August 1944).

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2. James Hamilton joined Nelson, Munnell and Helen M. Richardson

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analysis of the introversion-extraversion scale that they had used together from several tests they discovered that sixteen group factors

were isolated. The four most important were:

1. A tendency to act independently

2. An emotional responsiveness to the environment

3. Introversion

4. Interest in self.

They set to find the most discriminatory self-williness.

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2. Munnell, Nelson E., Richardson, Helen M. and Hamilton, James

"Leadership as Related to Personality Factors: I. An Item

Analysis of Responses of College Leaders and Non-leaders" Journal of

Applied Psychology, Vol. 28, pages 308-317 (August 1944).



that the leaders were more decisive.

Dominance was by far the most discriminatory factor. Leaders exceeded non-leaders in the self-sufficiency scale in ten out of twelve items indicating that the leaders rely more on themselves and require less direction. However, the non-leaders exceed the leaders in the sociability six times out of twelve.

Many of the questions were self evaluative such as ,

"Do you usually try to take added responsibilities on yourself?"

Leaders showed more extroverted answers. If George H. Mead's theory of seeing yourself as others see you holds, then the personal evaluation would coincide with the group evaluation of the individual.

The final result showed that dominance, extroversion, emotional, balance and self confidence, to be most significant. Self sufficiency proved less discriminatory and in the sociability category there was no difference in the responses of the two groups.

A further study was made in the differences between leaders and non-leaders.<sup>6</sup> Definition of leadership again was participation in extracurricular activities and the method of assigning relative value was used. The experiment consisted of assigning a task of letter sorting. The student was informed as to his score after each practice period with no knowledge of his relative speed as compared with other subjects. The purpose of the test had not been explained. At the end of the second try the subject was asked to estimate his score on the next trial. The level of aspiration was measured by

6. Hanawalt, Nelson G., Hamilton, Carol E., and Morris, M. Louise, "Level of Aspiration in College leaders and Nonleaders, "Jour. of Abnor. and Soc. Psy vol. 38 page 545



that the leaders were more decisive.

Performance was by far the most discriminatory factor. Leaders exceeded non-leaders in the self-efficacy scale in ten out of twelve items indicating that the leaders rely more on themselves and require less direction. However, the non-leaders exceed the leaders in the sociability six times out of twelve.

Many of the questions were self-evaluative such as, "Do you usually try to take added responsibilities on yourself?" Leaders showed more extraverted answers. If George M. Lewis' theory of seeing yourself as others see you holds, then the personal evaluation would coincide with the group evaluation of the individual. The final result showed that dominance, extraversion, emotional balance and self-efficacy, to be most significant. Self-efficacy proved least discriminatory and in the sociability category there was no difference in the responses of the two groups.

A further study was made in the differences between leaders and non-leaders. Definition of leadership again was participation in extracurricular activities and the method of assigning relative value was used. The experiment consisted of assigning a task to a student. The student was informed as to his score after each practice period with no knowledge of his relative speed as compared with other subjects. The purpose of the test had not been explained. At the end of the second try the subject was asked to estimate his score on the next trial. The level of aspiration was measured by G. Harnett, Nelson G., Hamilton, Carol E., and Morris, M. Lewis, "Level of Aspiration in College Leaders and Non-leaders," *Journal of Abnormal and Social Psychology*, 1951, 44, 1-10.



subtracting his average prediction and his median performance rating for previous practice. The average of the aspiration was found significantly higher in the leaders' set. However, it seems to me that an abstracted mechanical test given with no purpose was a rather inadequate way of determining aspiration. Also in a situation in which there is no group interaction or chance for comparison the normal competitive situation is eliminated. They concluded that the leaders had more self confidence than the non leaders and that they were more willing to take on responsibilities. It seems, however, that a wise leader would need to know more factors of a situation before he risked taking responsibilities. It seems more a judgment of taking a risk tantamount to a gamble.

In viewing Friedrich Nietzsche's superman for qualities of leadership we find that he has not about him the divine, but on the other hand he is earthy, he is violent, hard, cold, fearless, and uninhibited by public opinion. The Superman must have a "will-to power"<sup>7</sup>. and the leader will always be trying to get ahead of others for whom he has no concern, love, mercy, nor charity. This leader has power, fear-inspiring ruthlessness, he is eager for enemies and their resistance and he is eager for glory. He has a super-abundance of energy and vitality and hardness of body and manner.

7. Nietzsche, Friedrich, Thus Spake Zarathustra, page 125.





In Nietzsche's concept a leader, a superman combines both good and bad elements.

A good potential leader is found to be interested in people as may be shown in participation in church, hobby groups and clubs.

On qualities of leadership there is an article in Newsweek written by Admiral William V. Pratt, a retired officer from the United States Navy, that lists characteristics of leaders as: able administrators ability, organizing skill, popularity, decisiveness, fighting courage, responsibility, self confidence, sense of values and proportion, imagination and flexibility.<sup>8</sup>

An example of the liberal use of the concept of leadership and its intangible qualities is found in the article in The Saturday Review of Literature written by Harry J. Carman, entitled, "The Making of Leadership", in which he lists as qualities of leadership: knowledge, imagination, and morality.<sup>9</sup>

In "A Plan for Catholic Lay Leadership" in the Catholic World such qualities as initiative, vision, prudence, tact, ability to cooperate with others, organizing and administrating ability, knowledge, moral integrity, ability to take orders from superiors, responsibility,

8. Pratt, Wm. V., "Leadership Will Be an Imponderable Factor in Allied Invasion of Europe", Newsweek, Vol. 21, No. 26, page 30.

9. Carman, Harry J., "The Making of Leadership", The Saturday Review of Literature, Vol. 27, No. 38, pages 9-11 (Sept. 16, 1944)

In literature's concept of leadership, a person is considered a leader only if he is able to lead others.

A good potential leader is found to be interested in people and to have a vision in his mind, to be able to inspire and to lead.

In literature of leadership there is an article in Journal of Management written by Robert K. Merton, a retired officer from the United States Army, that lists characteristics of leaders as: vision, communication ability, organization skill, responsibility, decisiveness, integrity, honesty, reliability, self confidence, sense of humor and persistence, imagination and flexibility.

In example of the ideal and of the concept of leadership and the leadership qualities is found in the article in The Leadership Journal of Management written by Peter A. Gorman, entitled, "The Leader of Leadership", in which he lists as qualities of leadership: vision, imagination, and creativity.

In a book by Gorman, "The Leader of Leadership", he lists as qualities of leadership: vision, imagination, creativity, and ability to communicate with others, organizing and administrative ability, knowledge, moral integrity, ability to take action, responsibility.

1. Gorman, Peter A., "Leadership: The Art of Inspiring Others to Follow", Journal of Management, Vol. 10, No. 2, page 20.
2. Gorman, Peter A., "The Leader of Leadership", The Leadership Journal of Management, Vol. 10, No. 2, pages 2-12 (1984).



loyalty, humility and a sense of humor are listed.<sup>10.</sup>

Emory S. Bogardus sets up the following personality qualities of leadership: energy through which one may get the advantages of thoroughness, endurance, persistence, courage, versatility; intelligence which aids the leader through the steps of observation and interrogation, vision and prevision, reflection and reasoning; both physical and social character are listed as giving the leader a sincerity and dependability, a sympathy and identification, a loyalty to principle and finally a faith; through inhibition a leader gains his poise and control and through the qualities of tact and humor he attains a sense of proportion and develops a system and organization.<sup>11.</sup>

In summary it would seem that the qualities of leadership are relative to the group or individual led and the situation or occasion that calls out a leader. Leaders will not be ideally endowed with all the advantageous qualities necessary and there will be degrees of perfection and leadership. However some characteristics that are found more or less commonly in all leadership situations would be physical energy, enthusiasm, confidence, an effective means of publicity, and organizing and administratorship skill. Charles Bird culled 79 traits from approximately twenty experiments or inquiries.

10. "A Plan for Catholic Lay Leadership", Catholic World, Vol. 159, pages 546-551.

11. Bogardus, Emory S., "Leaders and Leadership".

loyalty, honesty and a sense of honor are listed, 10.

Group 2. Numerous sets of the following personality qualities of leadership emerge through which one may get the advantage of the group, resources, experience, persistence, courage, versatility, intelligence which make the leader follow the steps of observation and interpretation, vision and prediction, reflection and reasoning, both physical and mental activities are listed as factors the leader's ability and dynamism, a capacity and adaptability, a loyalty to principle and finally a strong conviction: leader gains his power and control and through the position of trust and honor he obtains

a sense of responsibility and develops a vision and organization. 11  
In summary it would seem that the qualities of leadership are relative to the group or individual and not the situation or condition that exists in a leader. Leaders will not be ideally suited to all the advantageous conditions necessary and there will be degrees of perfection and leadership. However some characteristics that are found more or less commonly in all leadership situations would be physical energy, enthusiasm, confidence, an effective means of publicity, and organization and administrative skill. Charles L. Davis called 75 traits that were experimentally found appropriate to leadership.

10. "A Study of Leadership", Psychological Review, Vol. 1901.

pages 240-251.

11. Leadership, Group 2, "Leaders and Leadership".



He found surprisingly little overlapping. High intelligence was mentioned in ten lists, a sense of humor and extroversion are found in five lists, self-confidence, sympathy, enthusiasm and fairness occurs in four lists, courage, originality, self-reliance, and tactfulness are listed in three studies, aggressiveness, ascendancy, dignity, friendliness, honesty, justice, reliability, self-control, sociableness, talkativeness and vigorousness appear twice. 12.

Since there is so little overlapping it would lead us to believe that the common denominator of leadership lies in the situation and occasion and the group rather than a common general concept.

12. Bird, Charles, "Social Psychology", pages 378-379.

The first category is self-reliance. This intelligence was contained in the list, a series of names and information are found in five lists, self-reliance, sympathy, education and training found in four lists, courage, originality, self-reliance, and intelligence are listed in three studies, achievement, necessity, ability, responsibility, honesty, justice, collectivity, self-control, socialization, self-discipline and vigorousness appear twice. It is seen there is no list overlapping it would lead us to believe that the degree dominance of leadership lies in the situation and concept and the group rather than a common general concept.



## CHAPTER II

## The Origin of Leadership

We are interested in the origin of leaders. We want to know how they came to be leaders rather than followers.

## I. The Leader by Birth

Many think that leaders are born. Some attribute the personality characteristics, abilities and the talents of the leaders to their heredity. There is the view rooted in psychology and growing out of the findings of biology that leaders inherit their traits of ascendancy, their endurance and their temperament that cause them to influence the lives of others. This view was given special impetus through the influence of Darwin and his followers who have transplanted his findings into the field of sociology and given them social implications. The tendency has been to look for the physical and intellectual endowments to continue in a family line and to evolve according to Darwin's hypothesis toward superiority and continuing adaptability. There are many cases cited of the superiority of geniuses due to eugenics. There is a widespread idea that "blood will tell". The musical ability found in several generations of the Bach family is used as an illustration. Wherein lay its origin and where did it go? Did its source lie in nature or in nurture?

Friedrich Nietzsche's <sup>13</sup> "Great men are necessary, the age in which

13. Nietzsche, F., The Twilight of the Idols, Ch. 44.





they occur is a matter of chance" indicates his conviction that leaders were born with the sense and ability of leadership. He attacked the idea of environment playing a determining part in the rise and shaping of a leader or the course of history. Contrarily, he believed that it was the leader that set and determined the course of the peoples' actions.

#### A. Instinct-motivational interpretation

Some psychologists are given to explaining leadership motivationally. They attribute the dominant "it" of leadership personality to an ascendant instinct or a constellation of instincts. The acquisitive instinct may, they believe, impel a leader to a place of dominance as a means of securing greater material possessions or power in a competitive society. They interpret the group consciousness of the followers as being an expression of the gregarious instinct. In spite of the fact that they recognize that environment plays a part in shaping the personalities of the individuals, their main idea and conviction is that leadership is still an inherent quality-temperament instinct or ability that unfolds as the individual matures.

##### 1. Subconscious

Some psychologists of the genetic school attribute great importance to the subconscious in shaping and motivating conduct. These subconscious motivators are instincts that seek to gain expression by passing the threshold of consciousness. If this is not socially permissible the instinct may be expressed in a sublimated form that is socially approved. So a leader's feeling of protection toward his

They seem to be a matter of degree, indicated by the number of  
leaders who have with the same and ability of leadership. He  
attained the idea of leadership by a determining part in the  
and ability of a leader or the number of his followers. He believed  
that it was the leader that set and determined the nature of the group's  
activity.

### 1. Instinct-motivational interaction

Some psychologists are given to explaining leadership motivationally.  
They attribute the dominant "it" of leadership personality to an  
inherent instinct or a state of mind of leadership. The instinctive  
instinct says, they believe, that a leader is a piece of business as  
a means of securing greater material possessions or power in a competitive  
world. They believe the group consciousness of the followers is  
just an expression of the group's instinct. In spite of the fact  
that many recognize that environment plays a part in shaping the  
conduct of the individuals, they also have and conclude that  
leadership is still an inherent quality of leadership instinct or ability  
that makes up the individual leader.

### 2. Subconscious

Some psychologists of the psychoanalytic school believe that leadership  
is the subconscious in shaping and motivating conduct. These  
psychoanalytic theorists are instinctive and have a great emphasis on  
seeing the threads of consciousness. It is not usually  
possible the leader may be expressed in a simplified form that is  
usually expressed. In a leader's feeling of projection toward his



followers may according to the Freudian school of psychology be a sublimated form of expression motivated by the sex drive or instinct.

## II. Leadership through Training

There is the recognition and emphasis in many sources of the grooming process as being the determining factor in leadership creation.

### A. Parents

Many incidents are cited to illustrate the power of a mother or father to inspire in their child an ambition that prepares the youth for leadership. Thomas Edison was sent home from school by his teacher as being too stupid to remain in class. His mother taught and encouraged him. She was able to see more in her son than the teacher who evaluated his ability by her unimaginative standard of judgment that required conformity to the school routine and absorption of the grade material.

### B. Teachers

Sometimes it is the teacher who recognizes in the child or youth promising personality characteristics or interests or talents and takes a personal interest in advancing him. The teacher can build in the child a self-confidence. She can direct his further training; she may suggest worthwhile outside reading that catches his imagination and inspires him. The teacher may advise the child in his problems and show him how to reason, how to know what factors are important and how to utilize the advantages in the situation. She can foster in the youth the thirst, the eagerness for knowledge, the appreciation for the fine and wholesome things. She may give the youth wise vocational guidance and create or foster in him an enthusiasm for a subject, a

Following are comments on the French school of psychology as a  
simplified form of expression contained in the text of the book.

### II. Leadership through Training

There is the recognition a leadership in every aspect of the training  
process as being the following factor in leadership creation.

#### A. Parents

Many incidents are cited to illustrate the power of a mother  
or father in leading in their child an ambition that prepares the youth  
for leadership. Thomas Edison was sent home from school by his father  
as being too stupid to remain in class. His mother fought and encouraged  
him. She saw this to be more in her son than the teacher and evaluated  
his ability by her investigative standard of judgment that required  
conformity to the school routine and absorption of the given material.

#### B. Teachers

Leadership is in the teacher who recognizes in the child or  
youth potential personality characteristics of interests or talents  
and takes a personal interest in developing him. The teacher can build in  
the child a self-confidence. He can direct the further training and  
may suggest outside outside training that reaches the imagination and  
inspires him. The teacher may adjust the child in his problems and  
show him how to reason, how to know what factors are important and how  
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fine and valuable things. He may give the youth a vocational  
guidance and create an interest in him an enthusiasm for a subject.



career, a cause that carries him to success and draws others to him.

### C. Wife

Sometimes it is the wife who encourages and inspires her husband. A leader is handicapped if his home does not provide the re-creating serenity to prepare him for the next day. The smoothly-managed home provides the quiet atmosphere for the husband to rest. A wife who has pride and confidence in her husband and can make wise suggestions, a wife who can listen while he talks over the problems, the advances of the day, serves to help him clarify in his mind the means of gaining his desired ends. There may be an ambitious wife who urges her husband on, one who directs him--a personality like Lady Macbeth or other powers behind scenes and thrones--who are the real leaders. A wife who is able to move graciously in social gatherings and can entertain influential people effectively is often the determining factor in her husband being selected for advancement. Even negatively a wife may spur or drive her husband up by demanding more income or a higher status.

## III. The Leader through Status

### A. Governing position

The factor of custom is seen in the leadership role affected through habitual practice. If it has been customary in a culture for headship to proceed through a family line then the civic head is born into leadership status as is a monarch. The people of the society accept the leader's role as they accept the coin of the realm for exchange as any other institution or factor of their culture, not

...a woman that makes him to wonder and from which to his.

## 2. Wife

Sometimes it is the wife who manages and inspires her husband. A husband is sometimes at his best when his wife is re-orienting according to progress him for the next day. The husband is encouraged when he has the quiet atmosphere for the night, to rest. A wife who has pride and confidence in her husband and can make wise suggestions, a wife who can lighten his burden over the problems, the advances of the day, never to help him clarify in his mind the mass of things he has to do. There may be an addition wife who makes her husband an, one who attracts him—a womanly like lady woman. It is that power which makes him to follow—she is the real leader. A wife who is able to move gracefully in social gatherings and can entertain influential people effectively is often the determining factor in the husband being selected for advancement. Even negatively a wife may not or drive her husband up by demanding more income or a higher status.

## III. The Leader Through Status

### 1. Governing Position

The factor of status is seen in the leadership role which is through political position. It is not necessary in a culture for leadership to move through a family line from the old man to his son. The leadership status is a woman. The people of the society accept the leader's role as they accept the role of the ruler for exchange to get other facilities or factors of their culture, and



because it is best but because it is familiar, customary, and not to be questioned. Their reaction to the office is transferred to the officeholder as a natural social custom.

#### B. Fashionable Prestige Status

In social relationships of fashionable society, recognition is still greatly a matter of family and especially is it seen in the eastern towns and cities. Recognition into status at the top of the social pyramid is gained through descent, the old stock that traces its genealogy back to the Pilgrims or the Revolution on the one hand and through financial success and the power of wealth on the other. Leadership in such situations is an institution and the attitude toward such status is as truly transmitted as other factors of our culture.

#### C. Expert-Ability Status

The origin of leadership or its source may lie in a specialized ability or talent that gives one recognition among others of the field and possibly outside of his field. Such status may be gained through a doctor's skill in diagnosis and treatment, a scientist's precision, reasoning, and grasp of relationship and properties, and the author's or poet's art and aptitude to observe, to understand his fellowmen and their appreciations and experiences and to express them with a niceness of value and beauty that all who read feel through sympathy the realness of the character and problem and share them with the writer; or again it may be the orator's ability to sway a large gathering whether it be political, religious, educational through his apt play upon key concepts of the group, his technique of





galvanizing a group to action. What in its turn is the source of the ability, whether it is inherent, innate or whether it is gained through superior training or through the ambition, energy, enthusiasm, perseverance or fortune, what calls it forth?

#### IV. Leadership through Occasion or Leader Origin in the Time of Need

There has been in this search for the intangible source and fount of leadership a turning to the investigation of the supernatural, the inspirational part of a leadership attraction. This has been the basic theme of a book by Rene Fulop-Miller entitled, "Leaders, Dreamers and Rebel--An Account of the Great Mass-Movements of History and the Wish-Dreams that Inspired Them". He says on page 3:

Historical happenings are rooted in dreams no less than in the material and the ideal; and it is through dreams alone that both bodily need and philosophical cognition acquire that magical power which enables them to lay a spell upon millions and to transform the aspect of the world.

It is from such a three-dimensional substance, likewise that the great personalities of history are fashioned. Maybe the demands of his earthbound, bodily self drive the rebel to revolt; maybe it is an ideal aim which inspires the leader or the visionary.

With this perspective Mr. Fulop\*Miller starts from the earliest times and reviews the fears the primitive people had of monsters and the evil gods and spirits. This need the people had for a release from this anxiety led to the conception of a God. But soon, however, there were fears of the judgment of their God. And now the people craved deliverance through repentance until their God grew through their desires and needs to be a loving, merciful and kind God. The fears of Christianity brought about the drama of virtues and a set code of living.



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After this came the desire for Zoroaster's "world of light" and Isaiah's "new heaven and a new earth" and a yearning for a time when perfect harmony would prevail among nations and they "shall beat their swords into plough shares and their spears into pruning-hooks; nation shall not lift up sword against nation, neither shall they learn war any more."

Man still feels inadequate and his need leads him to dream of a saviour, a deliverer. Among the great number of sects each believing in a different redeemer came a handful of folk, fishermen, workmen, in a province of the Roman Empire, who said that the deliverer of man had already come and that he had been the son of a carpenter in Galilee. However, the convictions of this small non-influential band brought about extensive changes in the world. In fact it came to have enough importance that we date a new era from the birth of Christ.

Preachers in the holy orders put themselves at the heads of the dissatisfied multitudes and in the seventeenth century social rebellions broke away from religious fervor and in the French Revolution the mobs broke away from partial changes in social levels and stated that, "Les hommes naissent et demeurent egaux en droits" in the first words of the Declaration of the Rights of Man and the Citizen. A new insight into the mechanical determinism was likewise applied to all natural phenomena and to all social happenings, these too were believed to have their laws as well as the physical. The potent fear of the uncertainties of fate now would be scattered by the ordered knowledge. Knowledge would set them free from fear and permit them to control their lives. People of these days were fascinated by the might and power of this





"reason". During the progress of the Revolution this grew into a fanaticism for abstractions. This served to reduce all things to an impersonal level. This widespread impersonality found tongue in Robespierre whose tone was dogmatic and dictatorial. His motionless features and the tensions of his facial muscles and his expression seemed to hypnotize those who heard and saw in these days of mob gatherings and actions. He was a leader who conformed to and embodied in his personality and belief the innermost spirit of the revolution of abstract reason with his few needs and no friends.

Out of the nineteenth century came liberalism with its liberal conception of the state and all economic and social relationships. Now the prime concern was in the effect upon the individual human beings. Adam Smith in his Wealth of Nations was concerned with the effect upon the individual's wish for gain from production and exchange of goods. To fulfil the demand for the "greatest happiness of the greatest numbers" became the aim of the people in shaping and writing legislation, in government administration and policy formation, in religion, and in education. In the first decades there was great economic expansion and in the development of capital under free competition at least to all outward appearances. Yet at the same time machinery made a generation of superfluous men and women through the multiple production of goods.. Revolts arose against the practice of exploiting the factory workers whose hours were long, working conditions poor and pay inadequate. These groups had their leaders who could define to the workers aims of improvement and lay plans of action to thwart the power of the producers.





Machinery had created two opposing classes of people, the employers and the employed. Into this situation and setting came Karl Marx, a homeless wanderer, rubbing shoulders with those in misery. Influenced by Hegel's philosophy, Marx devoted his life to stirring his fellows from their difficulties through his emphasis of the masses and their worth.

The next era brought about the revolt from reason, the irrational wish for a destiny, fortune through the conviction in superiority and ambition for supremacy, politically, militarily, economically.

Sir George MacMunn emphasized in his book, Leadership through the Ages, the vital factor the occasion plays in the calling forth of leaders. First he claimed, there had to be a need for a leader. The situation often plays a selecting part in the grooming of leaders. Factors of time and place make a personality appropriate. A vice president may step into a leadership role through the death of the president. A prospective leader's class, his conviction may or may not find favor in the group according to the situation and the problem. In an hour of need or crisis it may be the person who has a ready plan and his assurity in proposing it. There is the personal factor of the power a leader may yield by virtue of his relationship with others of the group and his ability to grasp the group's need and capitalize upon it. He must seize the opportunity of the moment. In this situation it is the test of a leader whether he maintains his status of leader. He must produce results in order to sustain his following or he must convince the group that he has produced results or progress toward the goals he has set







and that he is about to solve the problem.

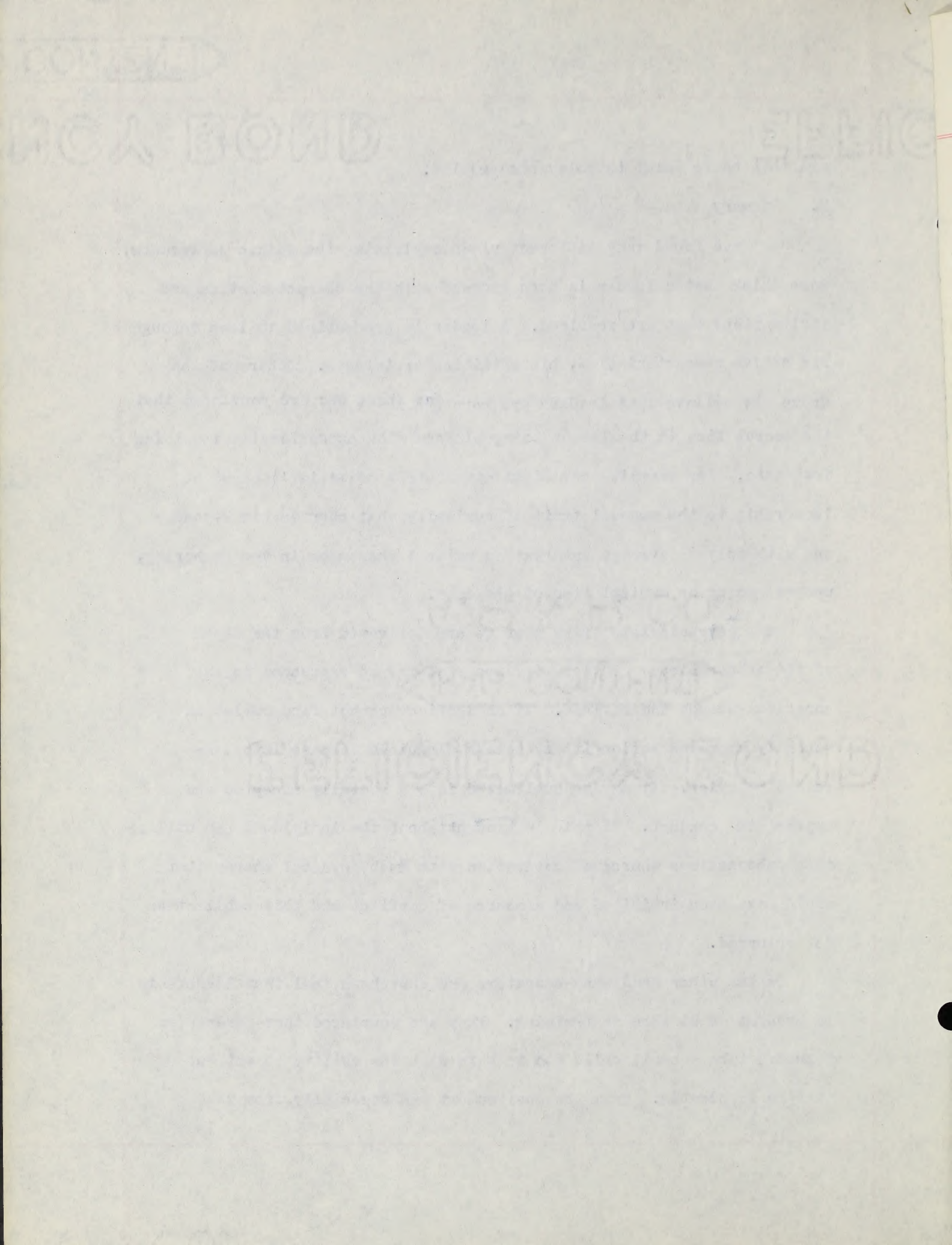
#### V. Summary

We have found many different views explaining the origin of leaders. Some think that a leader is born endowed with the characteristics and inclinations that are required. A leader is predestined to lead through his native characteristics, his abilities or talents. Others of the group who believe that leaders are born are those who are convinced that the secret lies in the leader being blessed with exceptionally impelling instincts. For example, one might attribute a scientist's place of leadership to the unusual trait of curiosity that carries him beyond one with only an average interest in natural phenomena in the gathering, understanding or manipulation of the data.

Some psychologists think that we are motivated from the depth of the subconscious. Society defines what may be expressed in the conscious doings and sayings. If an instinct cannot find outlet in socially approved action it may become disguised to pass into conscious behavior. It may be sublimated into a socially accepted and appreciated conduct. If this is brought about the individual can utilize this subconscious source of motivation with much physical energy that would have been inhibited and a source of conflict had this sublimation not occurred.

On the other hand many educators and churchmen feel that leadership is brought about through training. They are convinced that parents or teachers take a small child who is born with the ability to act but that he is plastic. From the environment and especially from the







personalities that surround him he acquires definitions of values, attitudes, beliefs, and is trained in acceptable modes of behavior. It is the personalities by which the plastic nature of the child is influenced that determines the values and codes and attitudes he will have. It is believed that if these are appropriate to the group in which one has contact he in turn leads them as he is being led. In this relationship the parent, teacher, or wife who brings to fruit certain valuable characteristics is also a leader.

It has been illustrated in experiments that when we build up stereotype responses it quickens the responses. For example, we are able to respond to everyday situations through a sort of shorthand habitual reaction. We don't have to know a person intimately to have a customary response ready. We know to respond to the minister in one way and to the butcher in an altogether different manner. It is through this mechanism that we carry successfully our everyday contacts with people. Certain offices demand respect, deference. When one has acquired such a position he falls heir to the attitude others have toward his position of office. Thus the religious head has leadership role of his office, the civic leader holds leadership upon a different level. The one who has money is regarded in a stereotyped manner and the scientist or specialist who has built a reputation in his field has a status that he holds by right of ability.

Some fail to be impressed by these explanations of leadership source and believe that the need or occasion creates the leader. They feel that when a group desires to be led they will search out one who





must satisfy their needs. The leader comes from the group or is aware of the philosophy underlying it.

The approach that is made to leadership in all these cases is based on the underlying scheme one accepts as the one that best explains the source of human relationship and the idea one has of what constitutes the nature of basic human nature.

is determined by the perspective and serves as a device for describing the nature of leadership and leaders and to give the subject a system of organization.

First we may mention the self-made leader. He is by nature egotistic and usually autocratic. We may cite Napoleon as an example of this type. He arose in a military situation when there was strong nationalistic feelings in France which he could satisfy with his personality and victories. The limitations in this type of leadership lie in the insignificant part the whole group plays in its relation to the leader, the difficulties or impossibility for the wishes of the group to be felt. Its advantage lies in the quality of the leader personality and in the policy of policy formation and practice. The group relationship is defined by a rigid, well disciplined organization which is efficient.

Second there is the group-made leader. In this relationship the group selects its own leaders and interacts with a status. They are chosen by the group for their personality characteristics and their ability and their appropriateness.





### CHAPTER III

#### TYPES OF LEADERS AND LEADERSHIP

We may classify leaders by their personality factors, their manner of leading or the type of leadership relationship. There are variants and combinations, there are border-line differences. The classification is determined by the perspective and serves as a device for describing the different species of leadership and leaders and to give the subject a system or organization.

First we may mention the self-made leader. He is by nature egoistic and usually autocratic. We may cite Napoleon as an example of this type. He arose in a military situation when there was strong nationalistic feelings in France which he could satisfy with his personality and victories. The limitation in this type of leadership lies in the insignificant part the whole group plays in the relation to the leader, the difficulties or impossibility for the wishes of the group to be felt. Its advantage lies in the quality of the leader personality and in the unity of policy formation and practice. The group relationship is defined by a rigid, well disciplined organization wherein lies its efficiency.

Second there is the group-made leader. In this relationship the group selects its own leaders and invests them with a status. They are chosen by the group for their personality characteristics and their ability and their appropriateness

# CHAPTER III

## THEORY OF LEADERSHIP AND LEADERSHIP

We may classify leaders by their personality factors, their manner of leading or the type of leadership relationship. There are various and complex factors, there are many different. The classification is determined by the personality and serves as a device for describing the different types of leadership and leaders and to give the subject a system of organization.

First we may mention the self-made leader. He is by nature egoistic and usually autocratic. He may also be called as an example of this type. He arose in a military situation when there was strong nationalistic feeling in France which he could easily with his personality and character. The limitation to this type of leadership lies in the leadership position the whole group plays in the relation to the leader, the efficiency or responsibility for the action of the group to be taken. The advantage lies in the quality of the leader personality and in the unity of higher formation and practice. The group relationship is defined by a rigid, well distinguished organization which lies in the efficiency.

Second there is the group-made leader. In this relation ship the group selects its own leaders and interests them as a status. They are chosen by the group for their personality characteristics and their ability and their approach to



for fulfilling the policy of the group. This leadership selection carries with it the confidence of the group. He has his origin in the group he leads and is fully aware of the groups policy, its significance, its ideologies, and its aims. This is a challenging relationship to meet the requirements of the group and satisfy their faith and confidence in the leader's ability to effect an advancement toward the group's goals.

The advantage lies in the fact that the leader and the group already have common objectives since the leader had his origin in the group. The leader's job is to help the group attain its objectives with the least amount of friction within the group and to provide for the group the maximum sense of accomplishment and progress toward their defined and recognized goals. The limitation centers about the difficulty in that he must continually satisfy the group and must be constantly delivering results. Too, in this relationship there usually are within the group members that have ambition and covet the leader's status. In this relationship where there is no rigid organization and levels of authority and responsibility there is not the restriction of individual freedom through enforced discipline and censorship of information; therefore criticism and dissension or discord can arise and may be fostered by those desiring the leadership role.

Third there is the leader who is appointed by superiors or boards of directors to head or manage or administer groups. They are administratively responsible to their superiors for the efficient functioning of the group they head and the



in fulfilling the policy of the group. This leadership selection criteria with it the competence of the group. He has his origin in the group he leads and is fully aware of the group policy, its intelligence, its ideology, and its aims. This is a challenging relationship to meet the requirements of the group and satisfy their faith and confidence in the leader's ability to effect an advancement toward the group's aims. The advantage lies in the fact that the leader and the group already have common objectives since the leader had his origin in the group. The leader's job is to help the group attain its objectives with the least amount of friction within the group and to provide for the group the maximum sense of responsibility and progress toward their defined and recognized aims. The limitation centers about the difficulty in that he must continually satisfy the group and must be constantly delivering results. For in this relationship both leader and group are winners. The group members who have ambition and desire the leader's status. In this relationship where there is no rigid organization and levels of authority and responsibility there is not the restriction of individual freedom through imposed discipline and responsibility of instruction; therefore criticism and discussion or dissent can arise and may be fostered by those desiring the leadership role.

What then is the leader who is appointed or nominated or boards of directors to lead or manage or administer groups. They are almost entirely responsible to their appointors for the efficient functioning of the group they lead and the



results in gaining the organization's objectives. As George Herbert Mead would have explained the position, the leader must be able to imagine or see himself as a member of the group he leads that he may understand their position, attitudes and values. Also at the same time he must be able to take the role in his mind of the directors and share their view point and realize what their demands are. Thus it is easy to see that there may be difficulty reconciling the two views and sets of attitudes if there should be a divergence or one should arise. It may be difficult to establish a feeling of common purpose or interest within the group the leader heads. The fact that he has been superimposed upon the group may serve as a barrier in his acceptance of the group; he may have to overcome the problem of winning the support and loyalty of the group before he can advance. In some cases the group he is to head is a temporary one in nature. It has been brought together to do a job, fight a war. The leader faces the problem of supplying people that are heterogeneous with a deep unity of purpose or interest to give them a goal that is universally desirable and finding a common attitude of tolerance that the group can work harmoniously together. It is a task of the group leader to create in the assembled personalities a group consciousness, a realization that there is a common cause and to galvanize in the group a morale. He must prove to the group that by advancing the group cause and serving the ends it stands for they are, at the same time, they are most effectively advancing themselves individually. The disadvantage with this



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relationship is that time is lost fostering a natural group feeling and the group thereby lacks the background of custom and habitual relationship that gives a group its stability. It loses in the nature of its artificiality. The leader is superimposed rather than rising from the group by its choice. The group lacks the common enthusiasm and conviction. One may divide leaders into two main classes: the leaders who dominate by strength, be it of character, personality, prestige, or position and on the other side those who are developed through training to administer, to note the individual talents of the members of the group and to direct them, to give them opportunity to use their aptitudes to increase the effectiveness of the group and the power of the organization through efficient integration of ability for the group welfare.

Emory S. Bogardus sets up five main classifications or types of leadership in his book Leaders and Leadership.

First there is the division on the grounds of whether the leadership is direct or indirect. The direct is the personal face-to-face relationship of the leader and the group. The indirect is found when the leader that sets forces in motion that in turn influence the lives of people. Such a leader would be an inventor whose invention would bring about in the society changes in attitudes, values, customs. For example through the invention of the automobile the conception of the society's comprehension of distance and time space is altered. New social problems arise that demand a cooperative group action. The indirect influence may be brought about by an



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author who approaches an old institution in a new light or through satire will hold up a stereotype class, group, or race so that people can see in the character attributes that are novel and their attitude toward the institution, race, class or group is brought out for conscious inspection and perhaps revision. It may be the philosopher who influences the lives of many people by establishing a new study, or science or modifies the precepts of an old one by his new method of reasoning.

Second he lists the leadership that is based on the purpose for which the leadership is directed. This may be partisan on the one hand or scientific on the other. The partisan leader is one who acts in behalf of someone or something. His approach is to sell the doctrine or cause or business or project to others to extend the group and its numbers and powers. He magnifies the good points of his scheme or policy. He points out the advantage of the policy or method to win support to his side. He also minimizes the attractiveness of an opposing group, policy, or, technique and draws attention to all its weak points to lessen the power of the opposition through winning some to turn and support him or to win new recruits to his side. The scientific leader is not interested in gaining support of mere numbers. His interest lies in building up principles. The type of recognition he appreciates is from the experts in his own field whose opinion he values and prizes. His loyalty is to the scientific method and to exactness and precision. His satisfaction lies in hitting upon a fruitful hypothesis and he takes pride in his precision in experimenting



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and testing it.

In his next categories Bogardus groups the Social Leader, the Mental Leader and the Executive. He means by the social leader the hero leader of the group. This might be a singer such as Frank Sinatra who fill the groups' need for glamour and symbolizes for them the tops in ability, personality, or appearance. They provide for the group an ideal to whom the group can pay homage, that it can worship, can copy and venerate. The mental leader works in seclusion. He deals in ideas rather than with people. Both the mental and social leader must satisfy their respective groups. The specialized group will select its leader who meets the need of the group. It is the mental ability of the leader that an erudite group will appreciate. His work must stand the test of many able men who judge his work, study, experiments or doctrines impersonally. They are not swayed by the personality of the mental leader but it is the result of his study that they analyze and criticize and judge. But the social leader gains support through the magnetic power of his personality, his conversation, oratory through personal contact with groups the size of which has been extended through the use of the radio and the movies. He becomes popularized and then all his doings become public property and he must continue to be publicized that he may maintain his place of ascendancy as long as possible. The span of leadership of the social as compared with the leadership of the mental leader is of much shorter duration. After the public has been satisfied with the glamour the social leader has given then they are



and making it.

In his past experiences regarding groups the Social Leader,

the Social Leader and the Executive. He seems to be the social leader

the more leader of the group. This might be a slight error as

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ready to pass on to a new personality which they idolize. But the works of the mental leader continue through the years to be read and reread and continually studied by succeeding generations as sources. In this group the executive must combine the characteristics of the social and the mental as well. He must have a personality that attracts and the mental ability to evaluate situations quickly and to act upon decisions spontaneously. His social attraction has as its publicizer the recordings of his success and is not the glamourized type. His advance and permanency of status depends on his ability to exercise all his mental facilities behind the scenes to lay plans that are well-reasoned and to plan as well methods of procedure.

The next group of leader types are segregated through having in common a governing leadership even though the methods of governing differs. These are the autocratic leaders, the paternalistic leader and the democratic leader. The autocratic leader superimposes his will upon the group. His is a dominating leadership. His organization has rigid levels and strict discipline. The place of each person in the group is defined by his position and status. Likewise the duties are imposed from above and maintained by the superiors down through each level. Policy is formed at the top and instructions thereafter flow from above.

The paternalistic leader considers the welfare of the group and takes the responsibility of leadership. He is like a father in that the welfare of the group is his prime concern.



ready to pass on to a new generation which they believe. But the work of the normal leader continues through the years to be and the normal and continually adjusted by successive generations as a whole. In this group the executive must continue the decentralization of the social and the social as well. He must have a personality that attracts and the social ability to evaluate situations quickly and to act upon decisions quickly. His social adaptation has as its foundation the knowledge of his success and is not the circumstantial type. His advance and permanency of status depends on his ability to exercise all his social facilities behind the scenes to lay plans that are well-reasoned and to plan as well methods of procedure.

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The paternalistic leader considers the welfare of the group and takes the responsibility of leadership. He is like a father in that the welfare of the group is his prime concern.



He is kind if authoritarian. The group can feel the strength of the leader; but they are aware that he has their interests at heart. This type of leader is usually surrounded by a group of counselors who are informed of the social conditions and make studies and suggest policy to the leader. The group pays a good paternalistic leader homage and respect. However, the group is dependent on the paternalistic leader as it is upon the autocratic leader.

The democratic leader is selected by the majority of the group. Their is the basic assumption that people are equal and should share rights equally and have the opportunity to equal expression. The rights of the people of the group are protected by regularized procedure and assured by checks on individual power. There are channels of complaints and opportunity for hearings. The policy is flexible and sensitive to the feelings of the people. There is freedom of expression and interests can be heard relative to their power.

In the next grouping of leader types Mr. Bogardus sets forth the prophet and the saint and these hold their leadership through authority and example. The prophet is one who assures a group that have both fears and faith and belief in the power of the supernatural. The people need their fears allayed. The prophet who has about him the air of assurance, conviction, and mystery can utter imponderable predictions and the group is comforted, renewed, and ready to bear with the knowledge that there will be some great good come of their believing that soon things will change for the better.



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In the next grouping of leader types Dr. Goetzman adds fourth the prophet and the saint and these hold their leadership through authority and example. The prophet is one who studies a group that have both needs and faith and helps in the power of the experimental. The people need their least allies. The prophet who has about him the air of earnestness, conviction, and authority can offer authoritative predictions and the group is comforted, reassured, and ready to bear with the knowledge that there will be some great good come of their believing that such things will change for the better.



The saint on the other hand leads by example and many times it takes many years before his worth is appreciated. Sometimes it does not occur until after his death and it is then that his leadership spreads through stories of his deeds of kindness, of sacrifice and of the mystery of his life, and his persecution. One who dedicates his life to the bettering of the lot of the poor or the unfortunates. Oftentimes the full significance of what he is trying to do is lost on the people he serves and many times they are unwilling to be helped for they cannot understand what it is they are expected to change for. The saint leads through the symbolism of his life and of his deeds.

The last division stated is that of expert and boss. The expert leads because he has a superior skill, more adequate knowledge, or specialized perfection within a chosen field.

The boss is the extrovert who plays on human feelings and weaknesses. He of all the types is most stereotyped and it is upon him that such of the workers animosity is projected. The leadership of the boss is more efficient if the workers under him can respect him and feel that his ability justly entitles him to hold that status. Too, the connotation to the leadership of a boss when it is associated with city machine government is one of disrespect. However, the boss wields a power and it is not the question of honor but of leadership.

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## CHAPTER IV

### The Processes of Leading

Suggestion may be used either directly or indirectly to enhance the position of the leader without offending the followers. There is the dignity of office, the inaccessibility of the leader, uniforms, or titles, all subtle suggestions of the position of the leader the response due to his station. Once the status of the leader is really established within the group his unaffected simplicity and naturalness is often a more subtle means of maintaining his leadership than drama and pomp for his status is the result of a more natural relationship since he is regarded by the group as one of them. A leader often gains more with a minimum of friction if he gradually prepares the group for a change. When the feeling is not strained, a suggestion is effective where a direct plea before the group was ready for a change would create much resentment and difference of opinion.

The leader must have the "feel for his group". As George H. Mead thought he must be able to see himself as the group sees him. Rumors are a device to test the atmosphere. They are used in politics to draw out into expression the attitudes of the groups before policy is formed and put into effect that may be unpopular and lose for the leader the confidence and support of the group.

Sometimes suggestion is made to influential members of the group who serve to spread and sponsor the idea naturally and win support through the group without inciting antagonism.





Suggestion is a valuable method of conveying a view or idea to the group. It is used most often when there is no coercion to maintain the group or the leader in his position. In this situation the leader is more interested in advancing an idea or effecting improvements than in promoting himself. His leadership is democratic. He feels equal to the members of the group rather than superior to them. We might well illustrate this means of leadership technique in a more concrete situation. A minister in a large-town community is keenly conscious of the need for playground supervision during the summer when many summer tourists swell the population of the summer resort town with increased numbers and congest traffic in their sightseeing. The children are on vacation from school, the scouts and other activities that keep the children occupied after school in the fall and winter have suspended their programs till after Labor Day. Weather is fine. Children are turned out-of-doors to make their own recreation. The minister sees the need. He knows that if certain community committees or groups of his church could be awakened to the problem they cooperatively could overcome the difficulty. His method of approach is to state the difficulty as he sees it and to suggest some possible means of overcoming it. He, however, leaves the deciding to the group.

When the leader's status is assured in the group and in the community and his influence widens it is often the result of imitation. This influence is mainly on the surface with little realization on the part of the group of its basic meaning, or of the group's purpose or objective. People join the group to gain the prestige that is associated with belonging to an accepted group that is recognized and established





within the community. The group has a status value. This may be seen in children's groups. The child wants to have toys that would give him recognition within his group and prestige among the confederates as a whole. During adolescence there is much imitation of a leader who catches the admiration of the group. It may be a movie star, a band leader, or an athletic hero. The youth dress to imitate their ideal. They mimic his actions to gain acceptance in the corner drug store clique. One who is daring or blase about his dress and behavior often sets the style and pace.

A long-used method of influencing a group is exhortation. This is used mainly in religion, education and politics. This method is used to persuade others through enthusiasm to a cause or action. This is only a small part of leading since the enthusiasm is short-lived unless it is followed and sustained by concrete practical means of attaining the inspiring goals. If this is not done the oratory is reduced to the "do as I say but not as I do" preaching. The face to face directness is the method's advantage since it gives the group a chance to feel the personality of a leader in associations in which the relationship of group to the leader is impersonal. On the other hand it may find common usage in the personal family relationship in which the parents are ambitious for their children. This exhortation often is the parents' way of getting the child to be more serious about his homework or chores and to develop in him desirable habits. It may often start, "Now when I was a boy, I had to work---".





Persuasion by argument can serve to give a group a consolidation or, if not expertly guided, can accentuate the differences. This is an effective means of bringing objections and opinions into the open. It provides an opportunity to discuss the merits of the facts and opinions and serves as a basis for formulating courses of action. However, to influence, thus, the leader must be a keen reasoner and a good salesman. Persuasion by argument may be used in a large group in which there is not the give and take of argument but the speech in which a politician speaks to many in large auditoriums and over radio networks. He must antagonize as few as possible. He must sound logical and convincing. He attacks the opposition on generalities. If his audience shares common attitudes and ideals he is sure to convince them of his appreciation for them and assure the listeners he will eliminate waste.

Publicity is used to gain support. All shades and varieties of the art and psychology of propaganda techniques are brought into play. Publicity as a precise means of focusing the attention of the followers on the problem, as the leader sees it, may be used; but there is the risk that the followers lack the knowledge, evidence, or realization of the factors of the situation to face the issue until they become aware of the problem through pain of maladjustments. Only when the group realizes the existence of an issue do they desire information as to the facts and views and suggestions as to proposed courses of action.

In a small face to face group in which the leader is known

... discussion by argument can serve to give a group a sense of direction, or, if not expertly guided, can concentrate the differences. This is an effective means of bringing objections and doubts into the open. It provides an opportunity to discuss the merits of the facts and opinions and serves as a basis for formulating courses of action. However, in discussion, often, the leader must be a keen observer and a good listener. Discussion by argument may be used in a large group in which there is not the give and take of argument but the spread in which a politician speaks to many in large meetings and even radio networks. He must anticipate as far as possible. He must select logical and convincing. He attacks the opposition on generalities. In his language shows common attitudes and ideas he is sure to receive from all the opposition for them and across the distance he will eliminate again.

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personally the followers there is the support he gains through the group's loyalty and its feeling that they know him so well that they give him support as they do respect and friendship.

A leader gets support if he can make real for the group the situation in which they feel there is a common problem to meet as a group. If this feeling of unity of interest is strong enough the group will be conscious of the need for group cooperation and subject personal prejudices to examination and to attempt to keep them from harming the position of the group or community.

The symbol of the leader transcends the small face to face group and contemporary relationship and carries to those who claim the relationship of follower a guide, an inspiration, a tradition to keep and foster. This may be true of a religious leader such as Christ, or a saint, it may be true of a national or military hero whose bravery is legendary or it may be one who has the romance of tradition or adventure associated with him or her be he or she an ancestor or a contemporary. There must be a means of publicity through which one can feel the strength of the personality. It may be the theologian who describes the Deity and interprets Him to those who listen to catch some explanation and inspiration. It may be the ancestor whose portrait is given a place of honor in a family and whose adventures are related and embellished in the large family gatherings in which there is a feeling of kinship. The following feeling whether it is in acceptance of a set of values and aims of conduct, a pride in the family or a country's tradition or the spontaneity of the school

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The symbol of the leader transcends the conflict into a new group.

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spirit is experienced. It is the feeling of unity and group participation with others of the faith, family, country, or school. This is usually symbolized in a leader whose being, doings and life is publicized in gossip or legend. A leader to play the father role or a hero whose life is an institution, one who has about him a flavor of mystery, whose life is glamorous and adventuresome leads through the possession of the qualities that he comes to symbolize for his followers. The requirement is for a leader who has enough human characteristics to make him real and enough romance associated with him to make him symbolic.

In this there is the problem of split loyalty, especially when the hero is not contemporary, and depends on a contemporary to interpret him to the group. The mixing of the characteristics of the symbolic leader become projected into the contemporary leader. For example, one's loyalty to the religious hero is replaced by that of the loyalty to the theologian who takes a leadership role in the Church and in the community.

A direct authoritarian means of leading is found in a relationship that has its administration bristling with discipline because the purpose cannot be gained through a flexible policy permitting freedom of action. In this system one may draw precise administrative charts pyramid-shaped with the lines of policy formed at the peak and carried down the steps by orders. The way or manner of appointing the leaders at every step is not to be here considered but there is in every step the relationship of superior to the inferior. The one in the leader's

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 is embodied in unity or loyalty. A leader to play the father role  
 or a hero whose life is end in sacrifice, one who has about him a vision  
 of unity, whose life is a continuous and adventurous search for  
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 and in the community.

A direct and immediate sense of leading is found in a relationship  
 that has the characteristics of relating with disciples because the purpose  
 cannot be gained through a flexible policy requiring freedom of action.  
 In this system one may have precise administrative means provided  
 shaped with the lines of policy imposed at the top and evolved down the  
 steps to action. The way of manner of associating the leaders at every  
 step is not to be done considered but there is in every step the  
 relationship of superior to the inferior. The one in the leader's



position in this plan is fully responsible for seeing that assignments are carried out. No one along the line is to question the order but to get it accomplished with dispatch. In this situation the person holding the position of leader is responsible for the functioning of all levels under him, he, however, holds the man immediately beneath him responsible for the processes on the next level. The leader delegates the task and each in turn is held responsible for the performance. In this system the superior has means of punishment if the letter of his law is not fully obeyed. Through punishment discipline is maintained. Each person in a smoothly-operating administrative system must have his specific part in the whole relationship defined for him and his function as well as his tasks and duties should be within his ability to comprehend and to do effectively.

Thus, with standardization and departmentalization of bureaus and hierarchy the leaders or executives are left free of routine duties to devote their time to management. This is true whether the executive holds his post in a large industry, government or army.

When emergencies arise the leader must be able to take command of the situation. This is a test of his leadership and the type of organization or relationship that he heads.

However, there are different ways of giving orders. They may be general and the process of producing the end result is left to the one who is to do the job or there may be constant supervision all along the way. Orders should be given in such a way that resentment isn't invoked.

As in other leadership situations the leader must make his wishes clear and to do this the words of command or instruction have to be

position in this plan is fully responsible for seeing that assignments are carried out. It was along this line in the question the answer but to get at understanding this situation. In this situation the person holding the position of leader is responsible for the functioning of all levels under him. He, however, holds the one immediately beneath his responsibility for the processes on the next level. The leader delegates the task and back is how it gets responsibility for the performance. In this system the superior has means of punishment or the factor of his law is not fully obeyed. Through punishment discipline is maintained. Good person in a smoothly-operating administrative system must have his specific part in the chain relationship defined for him and his function as well as his tasks and duties should be within his ability to comprehend and to do effectively.

Thus, with standardization and departmentalization of business and hierarchy the leaders or executives are left free of routine duties to devote their time to management. This is true whether the executive holds his post in a large industry, government or army. When management makes the leader must be able to take command of the situation. This is a fact of his leadership and the type of organization or relationship that he needs.

However, there are different types of giving orders. They may be general and the process of producing the end result is left to the one who is to do the job or there may be constant supervision all along the way. Orders should be given in such a way that responsibility isn't involved. In an order leadership situation the leader must make his relation clear and to do this the words of command or instruction have to be



carefully selected so that they mean the same thing to the one who speaks them as to the one taking the orders. Respect for the leader is reduced if his inferiors feel the leader doesn't have a clear understanding of the situation and a plan laid either generally or specifically about what each of the workers or members of the group is to do. It might be well for the leader to stay in the presence of the workers to see that they have grasped the meaning of the order and started in accordance with the leader's instruction and direction. It will help the leader to learn through trial and experiment the most effective manner of giving orders. The worker should have defined for him the limits of his area of initiative. Often it is more profitable to have the process or choice of technique left to the worker; for one familiar with the task can improve the system and it is to the group's advantage.

The tone used in giving orders is important for the executive's attitude toward the group is conveyed in his manner of giving an order. In all situations where there is acceptance of the idea and the worth of the individual the orders should be given courteously or at least civilly. In a democratic group the members would not long endure a high handed supercilious treatment from their leader. However, in an authoritarian situation in which the idea that the leader is entitled to support and obedience as a right orders will be directed at the inferiors who will jump to carry them out.

"Good leadership implies good manners,"<sup>13</sup>. says Ordway Tead in

13. Tead, Ordway, The Art of Leadership, page 160.

usually selected as they were the same thing as the one who speaks  
 them as to the one taking the order. The order for the leader is reduced  
 to the minimum and the leader's own is clear and unambiguous. It  
 is the intention and a plan laid either generally or specifically about what  
 each of the workers or members of the group is to do. It must be well  
 for the leader to give in the presence of the workers so that they  
 have accepted the meaning of the order and stayed in accordance with  
 the leader's instruction and direction. It will help the leader to  
 learn through trial and experiment the most effective manner of giving  
 orders. The worker should have confidence for the leader of his own  
 of initiative. When it is more profitable to have the process of choice  
 of technique left to the workers for one familiar with the task can im-  
 prove the system and it is to the group's advantage.

It is then that the given order is important for the worker's  
 ability to follow the group as directed in the matter of giving an order.  
 In all situations where there is acceptance of the idea and the work  
 of the individual the order should be given continuously as it comes  
 actively. In a domestic group the workers should not lose contact  
 with the leader's continuous treatment from their leader. However, in an  
 industrial situation in which the idea that the leader is entitled to  
 suggest and obedience as a right order will be directed at the workers  
 who will then be very close to.

These leadership qualities are the same, says O'Connell, and in



"The Art of Leadership". Ideally this might be true; but there are some groups that have a culture in which their attitude toward manners is that they denote weakness. In groups of pre-adolescent boys manners are the keystone of the edifice. There is much the same philosophy behind groups that survive through the pressure of arms or violence or threat of violence. We are often given to contributing to our leader virtues and personality magnetism and a holy, just, or ambitious purpose. This does not truly portray the true picture for outlaws as truly have their leader, their code, their loyalty, and their organization as does the army, a large corporation, a community, or a school. We often attribute to the leader contradictory traits such as forcefulness and good manners, enthusiasm that carries with it the connotation of abandon and control and deliberation is listed at the same time as part of the leader's personality pattern. Perhaps these contradictions find ground in our changing attitudes.

Maybe it is due to the perspective of history to accentuate the leaders who headed movements or countries that now have the status of recognition that leaders are the ones who sponsored the cause that we think good, the leader on the right side factor. This unconscious whitewash that seems to be the liability of interpreting the past is nevertheless a real factor in our attitudes. Perhaps this lack of proportion is due to the too free play of imagination or the lifeless review of facts that makes it impossible to catch the feel of the leading personalities of the past. Leaders of lost causes were none the less leaders; they influenced their followers. Too

The art of leadership is essentially this: to get the most out of the group that have a culture in which their attitude toward success is that they cannot be beaten. In groups of pre-adolescent boys, however, are the beginning of the group. There is much the same philosophy behind groups that survive through the pressure of time or violence or threat of violence. We are often given to contrasting to our leader virtues and personality magnitudes and a holy, just, or ambitious purpose. This does not truly portray the true picture for our leader. They have their leader, their code, their loyalty, and their organization as does the army, a large corporation, a community or a school. We often attribute to the leader contradictory traits such as inflexibility and good nature, and wisdom that carries with it the conviction of absolute and total and deliberate in the least. It is as part of the leader's personality. Perhaps these contradictions find ground in our changing attitudes.

Why is it that the perspective of history to recognize the leaders who headed movements or revolutions that have the status of revolution that leaders are the only who sponsored the cause that we think good, the leader on the right side factor. This unconscious sentiment that seems to be the difficulty of interpreting the past is undoubtedly a real factor in our attitudes. Perhaps this lack of proportion is due to the too free play of imagination on the lifeless review of facts that makes it impossible to retain the fact of the leading personalities of the past. Leaders of local councils were also the last persons they followed their followers. The



often the test of success or failure colors our selection of a leadership personality.

The leaders give incentive and impetus through praise. The use of praise and blame in the group serves to define his attitude toward manners of procedure. Thus a leader must see the group, the aims, the plan of procedure as a whole so that the relationship of the factors have their balance and that this balance is maintained through adjustment of elements of the situation. An efficient leader will keep his personal prejudices and favoritisms for members of the group as limited as possible. No matter what the group, the purpose, or manner of gaining it the leader gains respect and loyalty if the followers feel he is fair in the dealing with each of them. Reproof to keep the group in line should be tactfully given privately. Followers will be encouraged to exert themselves more if they know the leader appreciates their efforts and is happy at the way they deliver. This means that the leader knows when praise is warranted. If the organization is too large for a face-to-face touch between the leader and members of the group and their individual part in it, some means of evaluating and recording the work done, the assignments made and the progressive steps toward the goal. The leader must know how to praise a worthy member or section or division. He must be sincere in his appreciation yet the men should be encouraged rather than praised so that they feel satisfied enough to rest on their laurels. The use of praise increases the pleasure one feels in the group participation and sense of progress and of attainment and spurs them on more confidently.

If the observation of the leader of his group is important that

At the end of each of these sessions the leader-  
ship committee.

The leader gives incentive and direction through praise. The use of

praise and blame in the group serves to define the attitude towards

members of the group. Thus a leader must use the group, the group, the

group of procedures as a whole so that the relationship of the leader to the

group is based on that this balance is maintained through adjustment of

the group to the situation. An efficient leader will keep the group

balanced and functioning for members of the group as well as possible.

In order that the group, the purpose, or manner of achieving it the leader

gives respect and loyalty to the followers and is able to lead in the following

with each of them. The group in this should be carefully

directed. The leader will be encouraged to exert themselves more

of their own the leader appreciates their efforts and is happy to do

any they deliver. This means that the leader knows when praise is

warranted. It is a question of the large for a face-to-face group

between the leader and members of the group and their individual part in

it. The leader is evaluating and restoring the group, the relationship

and the group's progress towards the goal. The leader must know

how to praise a group member or division. He must be able to

be his approach to the group and should be encouraged rather than praised

so that they feel satisfied enough to lead in their own right. The use

of praise increases the pleasure and faith in the group participation and

leads to progress and achievement and gives them a sense of accomplishment.

It is the responsibility of the leader of the group to insure that



he can more effectively evaluate their capabilities and that each may be given a part that he can best fulfil, it is true that the leader is the focus for all the followers. He, too, is being evaluated by the followers to see if he still measures up to their requirements of a leader. He must look right; he must act right, that is, in an appropriate manner for the group he leads. He must reflect the proper attitude; for he leads them by being one of them and at the same time exemplifying a role for them. He is continually under observation and subject to the group's demands to fulfil its requirements to direct successfully. The leader in his contacts must be able to catch the attitude of the followers toward. He should not be too busy, managing, directing, adjusting others to make the changes in his own habits, appearance, practices. For the leader must take the role he must see himself as the leader of the group filling the requirements it has for him. These requirements set often a fine distinction of relationship as between cordiality, friendliness and intimacy. A leader must maintain the proper degree of social distance to the group to keep respect on the one hand and equality on the other. The right personal bearing will vary as to leader and group, aim or purpose, time, place, and the group's status within the community or country or nation as a whole. For the group has its role as do the people within it and the leader who heads it.

The leader needs the counsel relationship, the chance to discuss problems and decide upon a policy with a few of the whole group. To manage without seeming to discriminate and play favorite in the group





is a problem because there must be a few in a position of greater confidence to discuss and determine the most effective course of action. If the group can believe that the leader's assistants are selected wisely and fairly without discrimination the morale will remain high through the understanding that the leader can do a better job and the group can be more successful in attaining its ends. A leader may get around this if the organization is so set up that there is a chance for suggestions to flow up from the bottom of the hierarchy and up through its lines without being short-circuited. If, however, the flow of these suggestions from ones in a position to test policy is stymied before the suggestion reaches the head or those making and forming policy the morale is lessened and interest in improvement wanes and a "line of gripe" circulates at the lower level and sabotages the whole effort. If the leader heads a group that is sizeable he must delegate much to assistants of ability and one who can criticize the organizational set up not only from the "efficiency" (economy) angle but also from the attitude and personal-personality atmosphere and put his finger on the trouble spot and repair the friction is essential to the smooth-running of the organizational machinery. As organizations increase in size their operation becomes more and more bureaucratic routine and group identity becomes more and more artificial. Tasks are impersonally delegated and mechanically done.

Methods of recruiting new members for the group will vary as to the purpose and motive of the group and its leader and his policy. However, much care is needed that the common interest, the common





denominator of the group is maintained to keep the group solidarity. The leader should present the new members to the old in such a way that the strain of adjusting to the new environment is reduced to the minimum. Care in selection and manner of presentation or sponsorship sets the role of the newcomer in the group.

The purpose of the group is maintained to keep the group healthy.  
The group should present the same picture to the public as the  
the group of subjects in the same environment is reduced to  
the minimum. There is no intention to remove or presentation of  
anyone from the group of the members in the group.



## CHAPTER V

## Analyzing Leaders

Studies have been made of leaders to try to analyze the leaders and to find out what situations called them out and what characteristics of the personality were ascendent.

Of course, these studies and techniques require the student to have a preconceived conception of the criteria of leadership. These are still vague in the stage of developement and after all seems to have as much practical reality as does a tangible constellation of factors that enables one to influence the activities, attitudes, of others. Whether the leader personality expresses in word and sometimes deed and in plan and policy what the people of a mass discover they want or whether he changes attitudes through his leadership is questionable. Nevertheless, he symbolizes for the group what it stands for. There must be a meeting of minds of the leader and the followers. Through leadership the mass of people form groups that have a common shared purpose or attitude in association that solidifies into a group. It gives the group a meaning and also a role that it did not have before a leader defined for them what they wanted. Sir George MacMunn published in 1935 a study of leadership entitled, "Leadership through





the Ages". He tried to find the relationship between the "it" quality of the leader and the situational need that provided or forced leadership roles upon him. So with this perspective he reviews several leaders of different cultures and of different periods noting personality characteristics and the situation or occasion. Moses led through overcoming an inferiority problem, Alexander conquered secure in his belief in his divine origin and sponsorship, Cromwell took leadership because no one else seemed able or willing to assume responsibilities.

Sir George MacMunn feels that, that provides them with the opportunity and call to action and leadership.

The subject of the World's leaders is always a thrilling one, and one on which moderns have an insatiable curiosity. How and why do they come, and what do they do? Far deeper even than the story of their lives, their successes, their failures and their ends, is the 'how' and the 'why'. What were the conditions that called them into being, and what was the psychological cause of their leadership? What was the magic and the charm in their personality? Where lay 'it'?

Without crises of some kind, or some unusual occasions, leaders do not arise.

Did we want the leading, no doubt the genius of the nation would find its fagleman, or even its Fuhrer.

MacMunn, Sir George, "Leadership through the Ages", page 3.

On all, page 4.

... He tried to find the relationship between the  
... quality of the leader and the situational role that  
... provided or forced leadership roles upon him. He also  
... this perspective he reviewed several leaders of different  
... and of different periods holding positions of  
... and the situation or occasion. These led  
... as interesting working, situations  
... in his belief in his divine origin and  
... leadership based on the idea  
... to assume responsibility.

... leadership roles that.

The subject of the leader's behavior is always  
... and one of which leaders have as  
... leadership quality. How and why do they come, and  
... that he was not just a leader with the story of  
... their lives, their success, their influence and their  
... in the past and the future. What was the  
... and what led them into being, and what  
... and the psychological causes of their leadership?  
... and the change in their behavior  
... after World War II?

Without a sense of time limit, or some general  
... leaders do not exist.

Did we miss the feeling, or have the feeling of  
... the human world and the human, or even the  
... human.

Leadership, the leader, the follower, the team,



In studying leadership there will be two matters to present; first the circumstances; second the secret.

There is an inclination to visualize famous leaders as men of action, as generals, statesmen.

To create leaders there must first be the need or crisis within the group and the group will demand a leader.

To look, that is to appear, a leader is an asset and yet there are exceptions to this. There are many that have accepted and followed who held their fire and wisdom within. For all that have the ability to lead there are but a few that have the occasion arise that provides them with the opportunity and call to action and leadership.

Enthusiasm and earnestness can often take the place of the know-how in attracting followers.

Nothing can replace the face-to-face sharing of situations with the followers to bind them to the leader who knows through experiencing with his group what their feelings are. The anecdote is told of Napoleon taking a soldier's sentry duty while the soldier slept, for Napoleon, himself, knew fatigue. The French General knew his own men.

An ability most essential is that of oratory or exposition. A leader must get across what he wants the group to do clearly, forcefully with all the nerve and

Op cit., page 4.





enthusiasm and conviction carried over into words.

Think of Adolf Hitler. He would not have been a leader if he had not been able to excite a nation with speaking that charged the air with excitement and a sense of mission and pride conveyed through gestures and sublimation of self. Nor would he have succeeded had the crowds not been carried by the magic of it.

There is a factor of salesmanship about leading and a means of propaganda to spread the interest and give a youthful satisfaction in doing or the prospect of doing. Whether the field is religion, or politics, or business or recreation the leader must attract.

Let us take Alexander of Macedon for investigation. There was no demand in Western Asia for a great leader nor were the Asiatic Greeks sold on the dream of Pan-Hellenism, and its release from foreign control, nor did Western Asia desire the Hellenic culture. Yet a young warrior with a stimulating love of adventure and crusading spirit set them off and carried them through with his ability to command and his courage and luck.

What qualities did he have? From Sir George MacMunn's study of his leadership he finds that he was a "charming" youth inheriting his father's prestige, second that he was imbued with Hellenism and fired to spread that culture and perspective, third, that his followers were hypnotized by





his early successes, fourth, the soldiers respected his courage, fifth, his confidence increased and carried them on, sixth, the combination of his governing ability swept the weak governments and kept them Macedonian even after his death, and seventh, the profits and results of the war was satisfying to his followers providing them all with gold, women, and land, the things they prized most.

In addition he had a drawing personality.

In searching the affairs of Oliver Cromwell's leadership we can not find an attempt to put himself forward through ambition or personal means. He showed himself a great man as well as a fine soldier. He came more and more to the Revolutionaries's leader through ambition. Napoleon was given the task of suppressing the movement because of his promptness and shrewd recklessness. From there on it was up for the youth with the spirit, the flair for organization, administration, tactics, and strategy.

He understood the people he led and ruled. His successes intoxicated the people and galvanized them into renewed spirits of youthfulness.

Abraham Lincoln, contrary to Sir MacMunn's hypothesis, was not summoned to high estate by any particular occasion but once there the need for leadership arose and he carried the role of his position with courage and purpose. Lincoln lacked much that is believed important for leadership. He

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ization, administration, tactics, and strategy.  
He understood the people he led and ruled. His successes  
inspired the people and revolutionized them into a new spirit  
of leadership.

As a leader, contrary to Sir William's opinion,  
was not limited to high estate by any particular occasion  
but came there the need for leadership arose and he carried  
the role of his position with courage and purpose. Lincoln  
looked much that is called for leadership. He



was not the son of a leading citizen. His father was a squatter, on for better holdings. He lacked the formal educational requirements so many studies of leadership list as assets. But his substitute self education from love of reading and desire for knowledge and degree of "absorption" reached from his thorough reading and re-reading was more than adequate. Through necessity he had to work as a laborer or handy man. This experience brought him an understanding of the "common man" who must make his living without the advantage of high status. It enabled him to experience the reality of life and its basic values and essentials. It permitted him to know the problems of the workman by sharing them and becoming popular among those with whom he worked. He became store keeper, soldier. When he candidated for election he could speak the language of the frontier's men for he was one of them. There was a meeting of minds. He knew the stories the pioneer appreciated and how to tell them without studying the psychology of salesmanship. This ability is shown by his carrying the votes of nearly all in his own neighborhood. So he went on gathering experience as businessman, farmer, surveyor and on the next election he won and gained from politics in Springfield an insight and practice in the management of men.

His marriage was not satisfactory and he lacked the

was that the son of a Jewish physician. His father was a  
physician in the better neighborhood. He looked the town  
physician, respectable as many families of Jewish  
first of course. But his education was excellent. The  
love of reading and science for knowledge and progress in  
science, he learned from his father's example and the  
fact that he was a physician. Through education he had to work  
as a physician or study man. This education made him an  
physician in the "better" sense and was also his living  
without the advantage of high degree. It enabled him to  
devote his whole life to the study of the whole system and  
science. He continued his study and was the physician of the  
neighborhood by choice and reputation. He was a  
man who he worked. His reputation was high, and  
that he continued for a long time he could read the language  
of the physician's was the best one of them. There was  
a feeling of pride. He knew the doctor the doctor ap-  
proach and how to tell that without studying the pay-  
ment of a physician. This ability is shown by his early  
and the whole of nearly all his own neighborhood. He  
he was an excellent physician as a physician. There  
however and on the next election he was and called this  
politics is the highest in fact and progress in the  
movement of men.

The physician was not satisfactory and he found the



peace in a serene home that helps a leader to rest and renews him for the strain of leading. He had retired to private life at forty when the occasion arose that called for the leadership power he could wield. His leadership in the abolition of slavery proves he could lead when the cause arose.

We may look at Benito Mussolini and Adolf Hitler as examples of the dynamics of leadership. Both, Sir George MacMunn thinks, are the results of the occasion.

When Mussolini came to power it was after a series of many continued changes that exemplified the situation lacking a unified and directing head that could gain a country's ear to show them what was the situation and convince them there was hope of building strong government that would win glories in which they could be proud. He caught their interest and channelized the ambitions of a disunited, disinterested people. Socialism failed in its aim to gradually redistribute wealth. Mussolini, who had experienced poverty and had a sympathy for the poor, came at this time of disillusionment. He was leader of all subversive elements. It was Mussolini's dynamic leadership that brought about the signing of the Treaty of London. It was his enthusiasm that fanned nationalism to a flame. By Italian victory over Austria under Mussolini's direction, through an enthusiasm for nationalism and a belief in the





combination of the classes, through a dynamic personality and speech Mussolini brought unity and a program to a disorganized Italy of reduced manpower, wealth, an Italy torn with revolution and a lack of unity or ambition.

He drew about him two hundred followers who met in Milan to plan to meet the Russian Socialism and Communism and rebuild Italy. First, Mussolini appealed to his battle-field comrades who were disillusioned and disgruntled by trade unions exclusion of them so that they were thrown into a labor market that could absorb them. There were violence, strikes, both industrial and agrarian, battles with the "Reds", bankruptcy, and poverty. In this atmosphere Mussolini was spreading the propaganda for Fascism. In all the violence the public opinion leaned more and more toward Fascism with its rallying "Italy for All".

Then Italy found that territory given her by the London Treaty was not to be retained and her Nationalism was fired. Gioletti played his policy of setting one sect against another, but Fascism was catching hold and growing in numbers and strength. Now Mussolini laid plans for seizing the government at Rome. Premier Facta resigned and a new cabinet with Fascist leadership was formed and the army and much of the populace rallied to the glamour and dash of the Blackshirts. What Mussolini gave Italy





was a moving, energetic personality. He was a man who knew the problems of the people and was afire with an ideology and a dream of building a perfect Italy.

When a dynamic personality is coupled with the situation of destruction, revolution and war fatigue the people's will chose to follow one who offers to lead them out of this situation to one that offers power, social well-being, and prestige.

He could not have won the people without the ability to see what the people wanted and to convince them through oratory and writings that through his guidance and leadership and their cooperation they could surely attain the ambitions they shared.

He had the conviction of a cause, he was a great orator and author. He could incite the people to support him in time of a terrible occasion.

Let us analyze the leadership situation of Father Divine, a contemporary leader. We shall try to understand the psychology of the social process in the social relationship. Father Divine's organized groups zealously give themselves to him as leader and ideal. The Kingdoms are little worlds, they are miniature universes where Father Divine is God. The Main Kingdom is a crowded part of Harlem. Father Divine's cars, busses, kingdoms are equipped with placards and banners as are neighborhood





shops with such slogans as "Peace" "We thank you, Father." A banner that is placed high in the Kingdom announces that "Father Divine is Dean of the Universe".

Simple lyrics are sung interspersed with testimonies and hand clapping. This builds up a tremendous emotion in the group. The children are stimulated by the rhythms and the enthusiasms to a hypnotic pitch. Speaking and singing is punctuated by "You are so wonderful" and "We thank you, Father".

This serves to lessen the groups' inhibitions. They sing and shout and become hysterical. There is a large banquet hall where many children await the appearance of Father Divine. The Angels are seated near the head of the table which is vacant. There is an air of suspense as the children await the appearance of Father Divine.

Let us see what factors sustain this miniature universe. First it serves the basic needs of the children, shelter, food, clothes, freedom from fear, worry and illness. For these benefits the children give Father Divine all their possessions. Next it provides them with a positiveness that He is God and they think of him and thank him continually. To assure this free attitude from outside doubts his children are forbidden to have any outside contact that would undermine the positive attitude. They can not read any newspapers or magazines except the ones Father





Divine or his Angels recommend. They cannot listen to any radio broadcast but Father's. They may not go to the movies. The children are almost completely separated from the outside world. When one becomes a child of the Kingdom he gives up his name for a new identity and breaks from his former associations all previous social values of race, color, or vocation. Worldly habits are forbidden in the Kingdom. The Angels serve as his spies to keep unity. There is a concrete symbol that unite children. They submerge their individual personality in the general excitement. The Father is the focus of the whole group. Songs, settings, everything builds up the common feeling. The fatigue, satiety, and attitude make the children more suggestible and less critical when Father arrives.

The mysterious movements of Father Divine add their belief in his divinity.

Another factor in the existence of the small world is the avenue of escape from the outside world it offers. It provides an escape from hardships for peace, security, food, and shelter.

To some others Father provides the answer to their doubts and confusion with a faith and belief.

They like to be a part of such movement. They like the contact of such a group. They take pride in the big cars and other status-improving accouterments.

Divine or his angelic presence. They cannot leave it any  
more, and they are not to be left.

The children are always separated from the  
outside world, when the mother is with them.

After up to the age of a year, the child is  
not yet able to feel the social value of things.

or feeling. The child is not yet able to feel the  
value of things, and the mother is not yet able to feel the  
value of things.

The child is not yet able to feel the  
value of things, and the mother is not yet able to feel the  
value of things.

is the time of the child's growth, when the child is  
not yet able to feel the value of things, and the mother is  
not yet able to feel the value of things.

and the child is not yet able to feel the value of things,  
and the mother is not yet able to feel the value of things.

The child is not yet able to feel the value of things,  
and the mother is not yet able to feel the value of things.

Another factor in the education of the child is the  
value of things, and the mother is not yet able to feel the  
value of things.

the value of things, and the mother is not yet able to feel the  
value of things, and the mother is not yet able to feel the  
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to the child, and the mother is not yet able to feel the  
value of things, and the mother is not yet able to feel the  
value of things.

the child is not yet able to feel the value of things,  
and the mother is not yet able to feel the value of things,  
and the mother is not yet able to feel the value of things.

and the mother is not yet able to feel the value of things,  
and the mother is not yet able to feel the value of things,  
and the mother is not yet able to feel the value of things.



The Children have the impression through the separation from the outside that the group and kingdom is a university.

the following are the results of the investigation  
conducted by the committee on the subject of  
the proposed amendment to the constitution of the  
state of New York.



## CHAPTER VI

## The Concept of Fuehrerprinzip

The concept of Fuehrerprinzip in the National Socialist Party serves as a subject for examination. This precept permeated the whole state structure in Germany during the years from 1932 to 1945. Without the idea of the Fuehrer, National Socialism could not have been. What were the implications and nature of this leadership principle? Whence did the concept arise and what were the philosophical background and the sociological foundations for it? According to Hitler, the organizational founder of the Nazi State, the concept rejects the democracy of the masses' ideal and the prime importance of the nation by getting the leadership of the highest species of man. The great personality is the inventing, organizing factor and is the leader who can develop the community to its greatest power.

He concludes that masses should never have policy-forming places in the organization of government but should be controlled by one endowed by nature with leadership ability. The whole organization was built on the principle of the superiority of the leadership personality.

The organizational principle has been authority from the head down and responsibility and duty flowing from the bottom up. This type of leadership situation demands a blind obedience and discipline.





Hitler thinks that the intelligence and independence of the separate members does not influence the quality of the State or Party but the value is given by the obedience to a wise leader.

The leader is the decisive factor and rigid discipline produces the power. Hitler does not consider a knowledge of theory a criterion of leadership quality or leadership capacity. The leader must have the ability to conduct the masses. He must convey his strong personal conviction.

The selection and production of a leader played an important part in National Socialism. The kind of struggle selects the kind of leader that is brought to the front. Hitler says he does not feel that he is the dictator of the people but their leader, "their mandatory". 17

He says on November 8th, 1938 in Munich, "I am not the Head of the State in the sense of being either dictator or monarch. I am now the Fuehrer of the German people."

He said on January 20th, 1941 that he had been acting on mandate given him by the German nation as a whole.

17. Hitler's speech, March 7, 1936 which can be found in the periodical Facts in Review or in Adolf Hitler's, My New Order.

In Adolf Hitler's speech in the Reichstag, Berlin, January 30, 1939. See Hitler, Adolf, My New Order.

Page 555 - 556

Hitler thinks that the intelligence and independence of

the separate members does not influence the quality of the

idea or policy but the value is given by the individual to a

value factor.

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The leader must have the ability to control the masses. He must

convey the strong personal conviction.

The selection and production of a leader plays an important

role in National Socialism. The kind of person who selects the

kind of leader that is brought to the front. Hitler says the

best fact that he is the director of the people but Hitler leader.

"Hitler's mission". 17

He says on November 25, 1933 in Munich, "I am the

head of the State in the sense of being elected to office as

such. I am now the Führer of the German people."

He said on January 30, 1934 that he had been elected as

German given his by the German nation as a whole.

17. Hitler's speech, March 7, 1933 which can be found in the

documented facts in Hitler's Speeches, 2nd Edition.



Dr. Wilhelm Frick, who was the Nazi minister of the Interior, in his book, "Germany as a Unitary State," says that the party's unity and the Reich is realized in the person of a Fuehrer who combines, the office of President, Chancellor, party leader, political head of the Reich, and supreme commander of the defenses. 18.

Otto Dietrich, 19. says, "Only an authoritarian regime, the leadership of which is dictated from above, can discover and tolerate geniuses." "National Socialism is, at bottom, nothing but a genius-conceived system of personal selection, its object being the reconstruction of a new national leadership." 20.

The National Socialists were opposed to intellectuals as may be seen in Hitler's speech on January 30th, 1939, "Knowledge can in no circumstances be a substitute for integrity, courage, bravery, and determination---in a time of crisis, one single energetic man of action outweighs a thousand feeble intellectuals." 21.

18. Germany Speaks, chapter written by Wilhelm Frick, Germany as a Unitary State, Page 20.

19. Dietrich, Otto, A Revolution in Thought, "Fuehrer and Personality", Page 25

20. Ibid, Page 26

21. In Adolf Hitler's speech in the Reichstag, Berlin, January 30, 1939. See Hitler, Adolf, My New Order, Page 565 - 566

the British Empire, who was the first minister of the interior,  
in his book, "Germany as a Military State," says that the party's  
unity and the Reich is realized in the person of a Führer who  
will, the office of President, Chancellor, Party Leader,  
political head of the Reich, and supreme commander of the  
defenses. 10.

On 21 October, 1933, says, "Only an authoritarian system, the  
leadership of which is elected from above, can deliver and  
fulfill its purpose." "National Socialism is, at bottom, nothing  
but a certain conception of the nature of political action, its object  
being the realization of a new national leadership." 20.  
The National Socialists were opposed to intellectualism as  
can be seen in Hitler's speech on January 30, 1933, "Knowledge  
and its dissemination as a substitute for industry, energy,  
creativity, and determination—in a time of crisis, no single  
individual can do it all, it must be a thousand hands joined-

- Notes: 21.  
22. Germany as a Military State, Chapter written by Wilhelm Fritsch, Germany  
as a Military State, page 20.  
23. Hitler's Speech, A Revolution in Thought, "Führer and  
Personality", page 22.  
24. Idid, page 22.  
25. In Adolf Hitler's speech in the Reichstag, Berlin,  
January 30, 1933, Der Führer, Adolf, My New Order.



The National Socialists reproached the western democracies for the diffusion of responsibility and the lack of leadership in democracy.

The basis or doudnation for the Fuehrerprinzip is sought in the development of political thought of Germany. Hegel believed that no State could truly renounce the principle of a monarch or authoritarian. Hegel points out in his "System of Morality" that popular representation on the majority principle is inconsistent in allowing only a few at the discussions and policy formation decisions when it is originated to give everybody an opportunity to participate and have a voice in the policy formation. He points out further that the few representing the majority often are guided by individual selfish motives and are swayed by minority pressure groups which wield disproportionate power to their number. He thinks that a government that stands above the change of popular whims and moods is better than the vote of the masses who are not in a position to evaluate and to form policy.

Otto van Bismarck was fundamentally an authoritarian of the Prussian school and a monarchist. He preferred a system of absolutism to one of majority because in the absolute system the leader is responsible for the state management and direction. Bismarck ruled his State with an almost totalitarian degree. He was opposed to debates, and majority decisions and he was for settling questions in a "blood and iron" manner.

The National Socialist movement reached the western democracies for the first time in responsibility and the lack of leadership in Germany.

The sense of direction for the movement is found in the development of political thought in Germany. It is believed that no state could truly represent the principle of a monarch or aristocracy. It is pointed out in the "System of Nationality" that popular representation on the basis of principle is insufficient in itself only a few at the beginning and policy formation begins when it is organized in five ways.

It is especially in participation and have a voice in the policy formation. It is pointed out further that the few representatives of the majority often are guided by individual selfish motives and are swayed by minority interests which which also are properly made good to their number. It is said that a movement must stand above the change of popular will and must be better than the will of the masses and are all in a position to stabilize and to form policy.

It is the author's fundamental in recognition of the National Socialist and authoritarian. He presented a system of education as one of entirely freedom in the absolute state. The author is responsible for the state movement and situation. He said that the state with an almost totalitarian character. He was opposed to democracy and majority election and he was for selecting persons in a "blind and blind" manner.



Richard Wagner gave the folk of Germany an awareness of the heroic and a sense of national pride through his operas. This was a part of Adolf Hitler's early training and impressions. 22. "Democracy" in Germany is purely a translated thing", he wrote, "It exists merely in the Press". 23.

He believed in a folkish king as the ideal German monarch.

Heinrich von Treitschke has been well known for his opposition to democracy, public opinion, and ability of the majority to govern themselves and his conviction in the outstanding worth of personality and authority. His conviction is that Prussia must maintain military power, have a consistent foreign policy; that to survive they cannot risk the position of the executive to be weakened. Treitschke saw that in the democracies the checks and restrictions upon the executive stifled an independent and developing personality. He saw in democracies the danger of the mediocrity. 24.

22. Hitler, A., Mein Kampf, page 23.

23. Wagner, Prose, Vol. IV, "Art and Politics", Page 166.

24. Heinrich von Treitschke, Politik, Vol. II, Page 262





He attacked democracies' basic concept of equality which he said in reality didn't exist even in organism and he felt that the State should recognize this. He saw incompetence in majority rule and he felt that, "In spite of all ideals, democratic slogans, the reality of the few remains the basis of the majority rule." 25. The majority are not able to investigate for facts so they are influenced by a few whose interest is effected through press and party propaganda. But it is from the writings of Friedrich Nietzsche that the most important element comes, it is that of the one-man head, the great leader and personality idea we get Nietzsche's disgust of democracy and its lack of recognition of leading personalities.

In Nietzsche's writings his emphasis of a concept of a Superman, the Leader, the Genius is emphasized for he wrote "One Giant calls to the other across the waste spaces of time, and the high spirit talk goes on, undisturbed by the wanton, noisy dwarfs who creep among them. The task of history is to be the mediator between these, and even to give the motive and power to produce the great men. The aim of mankind can be ultimately only in its highest examples. 26.

And so he tried to direct the people to understand and appreciate leaders and have a pride in their sense of duty and unconditional obedience to a person rather than a concept.

25. Ibid, Page 254 ff.

26. Nietzsche, Friedrich, Thoughts Out of Season, page 81.





Oswald Spengler, too, detested democracy for he say in it the rule by quantity rather than by quality and its lack of authority. The ideal he say in a government placed in the hands of one powerful leader who would hold the State's destiny. His great personality corresponded to the great need and yearning for a strong man who would rule through superiority of ability and the symbolic fusion of all the virtuous and valuable characteristics of the group. 27.

For Oswald Spengler the leader would be a strong master type like Alexander the Great, or Napoleon. 28.

27. Spengler, Oswald, "Pflichten der Deutschen Jugend", address, February 26, 1924.

28. "Ein Leitender Typus ist notwendig", Oswald Spengler, Politische Schriften, Neubau des deutschen Reiches, Page 214.

It is a fact, however, that the lack of  
the role of a leader is not a lack of  
authority. The lack of a leader in the  
case of a powerful leader who holds the state's destiny.  
The great personality represented to the great man and  
responsible for a strong man who would not be easily  
of ability and the symbolic leader of all the nations and  
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type like Alexander the Great, or Napoleon. 28.

29. Spengler, Oswald, "Unterschied der Deutschen Jugend",  
Leipzig, February 20, 1924.
30. "Ein Leben der Typen ist notwendig", Oswald Spengler,  
Kollektive Schriften, herausgegeben von Rudolf Steiner, Seite 214.



## CONCLUSION

In surveying the concept of leadership we find that the criteria of leadership do not lie alone in certain qualities nor alone in a situation. There must be a combination of varying factors that may combine in a multitude of ways for an individual to exert influence upon another or a group. Qualities of abounding physical energy, enthusiasm, and endurance serve to charge and propel the group onward if there is a situational foundation for the group being and its joint action.

First, the leader must be appropriate for the group. His selection must have a basis in the group's codes, needs, customs, aims and attitudes. This is the common denominator. The group must be prepared for a leadership relationship whether this is brought about through a situation of crisis and bewilderment within the group, whether the call of the group for a leader grows out of a philosophy that accepts and accents the necessity of leader dominance such as the German attitude toward the state, or whether the idea of having a certain leader is sold to the group--is made desirable to them as a body.

There are qualities that are valuable for leaders but the essentials are determined by the appropriateness they hold in the group. They must be recognized as desirable by the group. Commonly physical energy, enthusiasm, ability to express in a manner the group understands aims, orders, suggestions, attitudes and values that have a group basis, and finally to symbolize his rôle for the group through actions, appearance, attitudes that the group stands for, <sup>is desirable.</sup> The leader to be successful must

## CONCLUSION

In reviewing the concept of leadership as I see it, the criteria

of leadership as now the focus in certain qualities are found in a

definition. There must be a consideration of various factors that may

be a reflection of what for an individual to exert influence

up on another or a group. Qualities of character, physical energy,

ambition, and adjustment serve to energize and focus the group's energy.

It is a reflection of the group's energy and the leader's role.

Further,

There, the leader must be responsible for the group. His selection

must have a basis in the group's needs, wants, and attitudes.

There is the group's responsibility. The group must be prepared for a

leader in relation to what this is brought about through a situation

of crisis and development within the group, whether the call of the

group for a leader grows out of a philosophy that accepts and creates

the possibility of leader development as the group's attitude toward

the leader, or whether the idea of having a certain leader is held as

the group's attitude toward the leader as a whole.

There are qualities that are valuable for leaders but the essential

are determined by the requirements that they hold in the group. They

must be recognized as desirable by the group. Obviously physical energy,

ambition, ability to organize in a manner the group's resources, and

other, organizational, attitudes and values that have a group basis, and

finally to recognize the role for the group through action, experience,

is desirable

attitudes that the group stands for. The leader to be successful must



understand his group, its origin, aims, feelings, desires, and basic conceptions to satisfy its needs.

This is an intangible unmeasurable concept with its factors of composition and variables, as to group, need, time, and place. It is impossible to quantify successfully that which is qualitative and has no area in space to bound, no unitary constant value that can be added, multiplied or divided. There is a time element involved in the rise of leaders both in real need for their leadership or in recognition of the need for the leader. Its origin is in human relationships and its test lies in satisfying these needs for group action that require a headship, a direction, a definition and a progress toward recognized goals, or the conviction that advancement will come soon. A leader can hold his rôle of leadership as long as he can demand respect and loyalty through earning loyalty or through fear maintain it. Either the leader or the group must be convinced of progress toward objectives or hope of progress soon to maintain the relationship in a democratic group.

The implication for democratic leadership is found in the factor that when there is freedom in the choice of group and individual decision of whether to maintain it, the survival of the relationship is determined in the satisfaction resulting from the group participation.





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